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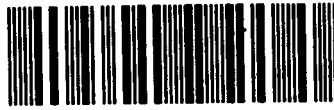
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The Open University

Title: Evaluative Case Study: CapacityBuilding by Incorporating a Mission

By Sacha Stocklin, MBA

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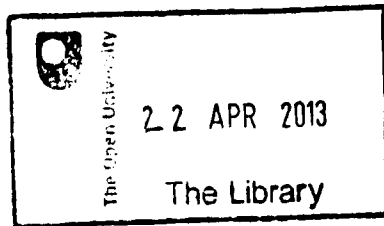
**THE FOLLOWING APPENDICES
HAVE BEEN EXCLUDED AT THE
REQUEST OF THE UNIVERSITY**

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Abstract

This thesis contains research on how a mission might be incorporated into capacity building within an organisation. Specifically, it investigates the extent to which its mission is influencing the community at Les Roches Jin Jiang College – a private hospitality management college in China. As part of this, it also explores the general conditions under which an organisation's mission can foster capacity building. The research questions asked what members of the school understand about the school's mission, how they act on and gain ownership of the mission in their daily working life, and how the mission can be developed.

The study obtains primary data through the collection of meanings, interpretations and perspectives that community members use in their everyday lives. It compares focus group data with data gathered from interviews, questionnaires and an analysis of documents.

Many scholars (Bart and Baetz, 1996; Bart, 1998a; Campbell, Devine and Young, 1990; Davies and Glaister, 1997; and Klemm, Sanderson and Luffman, 1991) have argued that a mission statement needs to have a strong and lasting impact on an organisation. This case study supports these findings, but reveals that an organisation's mission statement is an effective tool only if it has an inspiring purpose that is understood by the whole community. This means that simply having a statement is not sufficient to incorporate a mission. Rather, it requires that the whole community of an organisation feels or senses the words expressed in the statement in its daily life at work. In addition, the study shows that the mission needs to be used in synchronisation with the communication of the organisation's market situation and its goals. Having inspiring communication about the institution's situation and its mission can integrate people and help them to work towards a common purpose. This is what capacity building is all about!

Table of Contents

	Page
Chapter 1 – Introduction.....	8
Aim of the Research.....	8
Rationale for the Research	10
Context and Background of the Case	11
Thesis Approach	22
Chapter 2 – Literature Review.....	24
Definition of Capacity Building.....	25
The Requirement for Capacity Building.....	26
Capacity Building in the Context of this Study.....	30
The Purpose of Mission Statements.....	32
Previous Research on Mission Statements.....	37
The Process of Creating Mission Statements.....	37
The Elements that Should Be Included and Defined in Missions	41
Investigations into Whether Mission Statements can be Linked to a Form of Higher Performance	49
Towards Incorporating Mission Statements	51
Driving Missions through Effective Communication.....	52
Suggested Model of Leadership	54
Framework of Management to Lead the Institution’s Mission towards Capacity Building	60
Chapter 3 – Research Paradigm and World View	72
Applied Research Paradigm and Methodology	72
Research Strategy	76
Qualitative Means.....	76
Abductive Research	77
Triangulation	78
Ethical Issues.....	79
Research Methods.....	83
Initial Study – Gathering Data from Focus Groups.....	83
Main Study – Overall Approach	86
Chapter 4 – Data Finding.....	99
Introduction	99

Initial Study Findings.....	102
Main Study Findings and Comparison with Conceptual Framework	108
Q1: What do Members of the School Understand about the School's Mission?	109
Q2: To What Extent is the School's Mission Important to Members of the School in Their Daily Work?.....	113
Q3: How Do/Do Members of the School Act on the School's Mission in Their Daily Work?...	116
Q4: How do Members of the School Gain Ownership of the School's Mission?	120
Q5: How Can the School's Mission Be Developed?	123
Chapter 5 – Assessment and Discussion	130
Assessment of the Extent of Capacity Building.....	130
The Achievement in the Process of Transformational Leadership.....	136
Emerging Themes	138
Understanding the Market, Adapting and Communicating	138
Communication of a Mission that is Understood and Accepted.....	147
Role Modelling.....	153
Leadership and Management	159
Chapter 6 – Summary, Achievements, Limitations and Recommendations	165
Summary.....	165
Achievements	167
Limitations of the Study.....	167
Suggested Further Research	168
References	170

Table of Illustrations

	Page
Figure 1.1 – Staff composition at Les Roches Jin Jiang by Departments	15
Figure 2.1 - The ‘Ashridge Mission Model’	47
Figure 2.2 - Incorporating mission statements towards capacity building	70
Figure 4.1 - Group A - What is required for the whole faculty to become excellent teachers?	103
Figure 4.2 - Group B - What is required for the whole faculty to become excellent teachers?	103
Figure 4.3 - Group A - What support or condition is needed in further development of becoming an excellent teacher?	105
Figure 4.4 - Group B - What support or condition is needed in further development of becoming an excellent teacher?	105
Figure 4.5 - What attracted you to Les Roches Jin Jiang College and keeps you committed?	114
Figure 5.1 – Capacity building at Les Roches Jin Jiang College	132

List of Appendices

Appendix A: Stocklin, S. (2010) 'The initial stage of a school's capacity-building', *Educational Management Administration and Leadership Journal*, vol. 38, no. 4, pp. 443–453

Appendix B: Stocklin, S. (2011) 'Capacity building through integration and transformational leadership – A case study', *Higher Learning Research Communications*, vol. 1, no. 1, pp. 71–92

Appendix C: Mission statements of Vanguard, Procter and Gamble, Royal Bank of Canada, Barclays and Qantas

Appendix D: Les Roches Jin Jiang president's approval for conducting the research

Appendix E: List of focus-group participants

Appendix F: List of interviewee respondents

Appendix G: List of survey respondents

Appendix H: Focus-group workshop using the technique of 'metaplanning'

Appendix I: Interview schedule

Appendix J: Example of a transcription including coding and respondent validation

Appendix K: Questionnaire

Appendix L: Net Promoter Score (NPS) draft survey placed for online 'surveymonkey' software

Appendix M: Hospitality education survey by Laureate

Appendix N: Student recruitment presentation by Les Roches Jin Jiang

Appendix O: Performance appraisal form used by the academic department

Appendix P: Performance appraisal form used by all the other departments

Appendix Q: Overview of the measures implemented by Les Roches Jin Jiang

Chapter 1 – Introduction

Aim of the Research

This study researches the synergies needed to achieve a mission in an organisation and is consequently different from previous research on organisational improvement and capacity building. Past research focused on the establishment of self-efficacy or the creation of good cultures or learning environments within educational institutions (for example Copland, 2003; Cosner, 2009; van Knippenberg. D., van Knippenberg. B., De Cremer and Hogg, 2004). To enable synergies, Walker (1994) calls for organisations to become more flexible and adaptable. This demands collaboration between all organisational members in the areas of establishing shared values, collegiality, empowerment, distributed leadership and professionalism within the institution. Establishing this collaboration, which is an integral part of capacity building, is far-reaching (Storey, 2004) and requires time, as it is a product of carefully cultivated attitudes, commitments and management processes that have accrued slowly and steadily over time through consistent application (Garvin, 1993). Consequently, by considering an individual case with a theoretical framework over a period of time, the study enables conceptualisation by describing and explaining the existing patterns of organisation at Les Roches Jin Jiang – a hotel management training college located in China – in fine detail. Understanding the concept through description and explanation provides the information necessary for the reader to make informed judgements about the degree to which ideas obtained from this case can be applied to other educational institutions in similar situations (Schofield, 2007).

The study focuses on the impact of mission statements on building capacity, since their capability to transform organisations seems to be growing (for example Bart and Baetz, 1998; Bart, 1998a; Bart, 2004; Campbell and Yeung, 1991; Collins and Porras, 1991; Desmidt, Prinzie and Decramer, 2011). 'Mission statements' are used in a general sense in this research to mean any statements that list and explain an organisation's philosophy, for example value statements, credos, purpose statements, vision statements, deoxyribonucleic acid (or simply DNA) statements, etc. Although mission statements are omnipresent nowadays, their relationship with organisational practices continues to be debated (Blair-Loy, Wharton and Goodstein, 2011). Welch and Welch (2004) argue, however, that mission statements are suitable for capacity building as they 'give people a clear sense of the direction to profitability and the inspiration to feel they are part of something big and important' (p. 15). Bart (2002) supports this by claiming that mission statements have become accepted by practitioners and scholars worldwide as drivers that create high-performing organisations.

A mission statement can become such a driver whenone discovers the rationale that guides a mission's creation, its content, and the degree of mission–organisational alignment, and it can thus help to build capacity. This research provides leaders and scholars with insight into the following issues: under what conditions, to what degree, and in what ways a mission statement can be incorporated to build capacity. As a case in point, the study combines previous research on mission statements where the focus was on the process of creating such statements (for example Baetz and Bart, 1998; Davies and Glaister, 1997; Ireland and Hitt, 1992), the elements that should be included and defined in missions (for example Campbell and Yeung, 1991; Collins and Porras, 1991; Davis, Ruhe, Lee and Rajadhyaksha, 2007; King, Case and Premo, 2011; Klemm et al., 1991),

and investigations of whether mission statements can be linked to innovation, productivity or any other form of higher performance (for example Bart and Baetz, 1998; Bart, 1998a; Bart, 2004; Desmidt et al., 2011). The conclusion is that the previous research takes different angles but points out that the key is to develop mission statements that have content that is meaningful to their most important stakeholders, i.e. customers, employees and managers as the representatives of the owners. This meaning needs to be conveyed to the community in order for the mission statement to become a tool for capacity building. The aim of this project is to investigate the meaning and delivery of Les Roches Jin Jiang's mission statement in order to find out the extent of the capacity building that has occurred and to create awareness and develop suggestions for future development.

Rationale for the Research

The importance for an institution of building capacity lies in the challenging and unpredictable business environment (Grant, 2002). Griffin, Neal and Parker (2007) explain that in a competitive and changing environment the tasks become more unpredictable, and require adaptive and proactive behaviour on the part of community members in a successful organisation, while Ireland and Hitt (1992) point out that changing events and complex environmental challenges require schools to sharpen their focus and use their resources wisely to be successful in the future. Consequently, building capacity in a challenging environment requires a penetrating understanding of customer needs, competitive forces and the organisation's strengths and weaknesses (Grant, 2002), in which good resource allocation occurs and adaptive and proactive behaviours are fostered. This calls for establishing a sense of shared expectation and a powerful drive for progress that enables change (Collins and Porras, 1994). Mission statements have been

advocated to support this activity, since they communicate direction and purpose (Bart, 1997; Bartkus, Glassman and McAfee, 2000; Campbell and Yeung, 1991; Collins and Porras, 1991; Drucker, 1993; Vogt, 1994; Welch and Welch, 2005). 'Purpose' refers to reasons that are beyond making money. Its role is to guide and inspire (Collins and Porras, 1994). The power of mission statements rests not only in their ability to inspire and motivate, but also in guiding the resource allocation process in a manner that produces consistency and focus (Bart, 1997).

However, to enable capacity building it is not enough simply to have a statement of purpose and direction, i.e. a mission statement. It also requires the delivery of this message by enhancing and establishing a solid community. In this respect, Reinhartz and Beach (2004) argue for leadership that brings this message to the whole organisation by building a cohesive and goal-oriented community that is capable of working together to accomplish objectives and fulfil the mission. Implementing this research can help in drawing conclusions about how the mission can contribute to creating a directed and focused community that can cope with the challenges of the external environment.

Context and Background of the Case

The research consists of a case study undertaken at Les Roches Jin Jiang International Hotel Management College. It is a branch campus of Les Roches International School of Hotel Management in Switzerland. Its parent school consists of a large campus in Switzerland with 1,900 students enrolled in each semester. Other branch campuses of the parent are in locations in Marbella, Spain and Amman, Jordan.

The college was established in early 2004 as a 50/50 joint venture between Laureate Education, Inc., a US company based in Baltimore, the owner of 'Les Roches', one of the largest hotel management educators in the world, and 'Jin Jiang' International Hotels, the largest hotel operator in China, and a state-owned enterprise. The 50/50 joint-venture ownership was a requirement by the Chinese government at the time of its foundation in 2004. Les Roches Jin Jiang became the first Sino-Foreign cooperative college approved by the Shanghai Municipal Education Commission. It is located within the grounds of the Fengxian Campus of Shanghai Normal University (SNU), a state university campus complex with over 25,000 first- and second-year undergraduate students undertaking a wide range of programmes and degrees. This campus is located about an hour's drive from downtown Shanghai.

The daily operation of the college relies on the chief executive officer (CEO), who is appointed by Laureate Education, Inc. This is to ensure that as a branch campus Les Roches Jin Jiang follows the model of the Les Roches parent school in Switzerland. The vice-president supports the CEO, especially in the management of the infrastructure of the college, and is chosen to represent the interests of the Jin Jiang side. The president of the college, a Chinese national, plays a more neutral role, in that he is appointed by the college board to represent both sides, and acts as a supportive bridge between the two partners.

In his interview, the president of the college explains the structure as follows:

The college's board of directors consists of seven people, three representing the Laureate side, and three representing the Jin Jiang side, with the president as the

Sacha Michael Stocklin

neutral link between the two sides. The board appoints me as the president because it is required by Chinese law that there should be a president who is a Chinese, has a Chinese nationality, has experience in higher education, and knows about the hospitality industry. So I was selected.

The college started off in 2004 by offering a two-year programme in hotel management to vocational students with the potential for future university studies. The content of the programme were hotel operations and English language studies. Besides offering a traditional college education, the college is also involved in business-to-business training and acting as a consultant to the hospitality industry. This is the main interest of the Jin Jiang International Hotels, and the reason why it partnered up with Laureate, Inc.

Les Roches Jin Jiang does not offer any degree courses. However, students who successfully complete the certificate or diploma programme, which provides credits just below or above an associate degree programme, can transfer to complete a bachelor degree at its parent campus or at any other hospitality institutions within the Laureate Education network. Currently, this means (besides Switzerland) Spain, Australia and the United States. The idea for Les Roches Jin Jiang was consequently to serve as a feeder school for its other, overseas, institutions, mainly its parent company in Switzerland, by enabling a transfer after the first two years of study. The programme has integrated a practical, hands-on component into its traditional classroom curriculum, consisting of service techniques and culinary arts, as well as housekeeping and front-office practice. Consequently, the college has two restaurants and a cold, a hot, and a pastry kitchen, as well as a reception area and a mocked-up housekeeping room.

The qualifications of Les Roches Jin Jiang's faculty reflect a wide variety of backgrounds. From diverse cultures and nationalities, the faculty complements the programme's internationallycentred content, which emphasises a thorough knowledge of practical hotel operations and business-related courses. Qualifications required for a faculty position vary somewhat depending on the nature of the position, and include standard matters such as educational background and experience. Faculty members who are teaching the theory in the traditional classroom must hold at least a bachelor degree. A large number of these teachers hold higher-level degrees such as a master's. 'Practical' faculty members, who teach subjects directly related to restaurant and hotel operations, such as service and kitchen techniques or housekeeping, are expected to have considerable industry experience as well as educational qualificationsrelating to their profession, such as a diploma or a bachelor's degree.

Although students in China are taught English in school, few are sufficiently proficient enough to learn in English in higher education without further intensive study. Most of the students entering the hotel administration programme first complete a preparatory English course at the college, consisting primarily of intensive English language study, after which most are able to achieve the International English Language Testing System (IELTS) level of 4.0. Initially, the college offered only a Certificate in International Hospitality Operations. This programme was nearly identical to the first two years of the Les Roches parent school's bachelor-degree programme in Switzerland. In this programme, the college continues teaching English throughout the hospitality administration course in order to help students to reach the 5.5 IELTS transfer level which is required to transferand continue their studies overseas. In addition, the college also offered a one-

semester certificate programme with a one-semester internship for graduate students from different educational backgrounds or for industry professionals with no formal college education.

At the time of the data collection for the main study (February to April 2011), the college consisted of the following staff:

Figure 1.1 – Staff composition at Les Roches Jin Jiang

Academic Administration	6 Members	Including Dean, Assistant Deans, Registrar, Librarian and Academic Assistants
Lecturers with Focus on Hospitality	8 Members	
Lecturers with Focus on English	7 Members	
Lecturers with Focus on Practical Food and Beverage	9 Members	
Senior Management	3 Members	CEO, Vice-President, President
Human Resources	2 Members	HR Director and Assistant
Operations	8 Members	Operations Director, Student Supervisors and Maintenance
Information Technology	2 Member	IT Manager and Assistant
Accounting	5 Members	Director of Finance, Accountants and Purchasing Manager
Enrolment and Marketing	8 Members	Director of Enrolment and Marketing, Enrolment Managers, Graphic Designer, Student Career Support Manager and Enrolment Assistant

Sacha Michael Stocklin

The college is quite diverse in having 18 foreigners from nine different nationalities in its workforce, mostly in the academic department, and a student body of nearly 25 per cent (or around 70 students) on average from outside China.

Les Roches Jin Jiang is accredited through its parent school in Switzerland by the Commission on Institutions of Higher Education (CIHE) of New England Association of Schools and Colleges (NEASC) at master's level. CIHE of NEASC is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Three institutions in Greece, three in Switzerland and one each in Bulgaria, Bermuda and Lebanon are also affiliated with CIHE (Commission of Institutions of Higher Education, 2012). NEASC is one of the six regional accreditation agencies currently recognized by the Council for Higher Education and the U.S. Department of Education. Each agency is responsible for a certain region of the United States.

However, Les Roches Jin Jiang is not on the official university list of the Chinese government and consequently is registered only as a vocational training institution. This situation makes it difficult for Les Roches Jin Jiang to operate successfully, since, according to the CEO of the college:

- Les Roches Jin Jiang was downgraded in 2008 to the lowest educational level in higher education in China, which is that of vocational training college. This means that private colleges, which are not on the university list, are no longer allowed to enter high schools to promote themselves as of 2009

- The trend in potential high-school graduates in China will decrease by approximately 5 per cent each year until 2016 owing to the lower birth rate and the one-child policy implemented by the Chinese government (Kane and Ching, 1999)
- It is easier for Chinese to study overseas, and consequently this number has increased from 38k in 2000 to approximately 175k in 2009 (many of them going straight after high school)
- The number of colleges increased by 10 per cent from 2007 to 2009
- The average tuition fee for public universities is approximately 3.4k CNY per year as opposed to 80k at Les Roches Jin Jiang.

The challenge exists mainly because of the Chinese government policy on funding and supporting public universities. Johnson (2009) mentions that 'on government orders, China's universities – most of which are state controlled – boosted enrolment by up to 30 per cent a year, year after year for most of this decade' (p. 26). This policy imposed strong economic pressure on Les Roches Jin Jiang College since its potential recruitment market shrank between 5 and 15 per cent in each of the Chinese provinces.

The global financial crisis that began in 2008 made survival even more difficult for Les Roches Jin Jiang College, because the Shanghai government, in a reaction to this economic downturn, tried to delay the entry of students into the workplace by further increasing the university acceptance rate of high-school graduates by approximately 15 per cent, from 70 per cent to 85 per cent (Yu, 2009). In China the overall additional increase was approximately 5 per cent, depending on the province (Teng, 2009).

The impact of this market change has been that more students with low Gao Kao scores have access to universities and therefore Les Roches Jin Jiang is recruiting from a smaller market. The low governmental recognition results in the college relying purely on students who have not gained entry into a Chinese university. Its student base thus consists of Chinese students who are considered by the general public to be academically low performers and who are often high-school dropouts. This has also meant that the feeder concept could be suffering if students are not brought up to the required level of English. Les Roches Jin Jiang also experienced strong competition in the private education market, and the academic differences are getting more marked between locally focused career students and internationally focused career students.

I have personally experienced the intense economic pressure at Les Roches Jin Jiang College, as in 2008, I was appointed Academic Dean of the College.

If the college was to survive these turbulent times it had to come up with changes in its programmes in order to adapt itself to the marketplace and establish procedures and attitudes that would support its mission and strategy. Consequently, senior management teams reviewed the objectives of the offered programmes several times between 2007 and 2010 and several changes were implemented over these three years.

These changes consisted first of reducing the practical curriculum to a very basic level, with essentially no food operations at the end of the year 2007. This was altered at the end of 2008,

since it did not fit with the mission of its parent company, which viewed the teaching of practical subjects as the essence of preparing the students for a successful hotel management career.

Nonetheless, practical teaching has been reduced to 120 hours in its curriculum. This equals approximately half the hours offered by its parent campus in Switzerland. In compensation, Les Roches Jin Jiang increased the teaching of theory to enhance English communication and theory understanding.

In March 2009, the college decided to change its current programme from a semester with two intakes to a quarterly system, which includes four intakes per year for all programmes. The goal was to create a flexibility that will allow the recruitment of more students, since the marketing department was afraid that students are unwilling to wait for up to half a year before getting enrolled.

An additional change that occurred at the same time was the establishment of an intensive programme for students with a very good level of English for the undergraduate course and a fast-track programme to obtain a very basic certificate suitable for China. Both of these programmes were changed after just one year owing to the lack of success in recruiting students. However, the quarter system still prevails as of today.

As of March 2009, Les Roches Jin Jiang was able to recruit foreign/international students and not just domestic/Chinese students. These international students have, generally speaking, a better command of English than their Chinese counterparts do. The recruitment of international students

provided the college with a considerable additional financial income that was much needed to help it to survive in the turbulent times in and after 2008. However, it also provided the challenge of meeting the needs of these students. The management team responded with the establishment of an English/Mandarin bilingual hotel administration programme. The intention was to enhance the student quality level with regard to English of its pure English hotel administration programme by being strict on the entry requirement of IELTS 4.0, and at the same time to retain the struggling local students, that is the high-school dropouts or the 'scrape-through' students, by giving them a course option that would enable them too to have a good career in the hospitality industry. The strategy and marketing communications employed for the programme claim that the English programme prepares students for an international hospitality career track, whereas the bilingual programme is intended for a local hotel career track in China.

In September 2009, Les Roches Jin Jiang increased the length of its postgraduate programme by a half-year to a one-year academic course by offering a diploma. It also increased its undergraduate programme by a half-year to offer a diploma in spring 2010. The intention of these longer programmes, besides having more financial benefits for the college, was to prepare the students better academically for overseas transfers and to increase their success rate in their overseas studies.

Les Roches Jin Jiang serves as a good case of an organisation that was forced to develop itself in a difficult work environment where not only were the market changes difficult but the college also had to deal with the challenge of its high faculty turnover. Since its opening, Les Roches Jin Jiang has experienced high staff turnover. This is partly because of the programme changes that were

detailed above and the desire to improve the faculty quality in some areas, and partly also because of the daily commute of two hours from downtown Shanghai. In addition, owing to the small size of the college (on average 230 students per quarter) and the small sizes of classes offered (an average of twenty students), faculty members are most often required to teach four to five subjects and on more than one course from the hotel administration, postgraduate and preparatory English language programmes. Owing to the intention of the college to prepare students for a successful career in the hospitality industry, faculty members are also assigned as 'class coaches' based on the amount of contact hours they have with a class in lecture time within a given quarter. The responsibility of the class coach is to improve discipline and control the absences of the students in their assigned class. Coaches take action and arrange one-to-one counselling sessions when student truancy becomes unusually frequent. The intention is that class coaches understand the individual situation of each student and liaise between students and the college to assure effective learning and successful completion of the programme.

These changes in the marketplace, in addition to coping with the high internal pressures on faculty, required Les Roches Jin Jiang to become fast, agile and market-driven and to bring out the best in its people to deliver sustainable high-performance results (Schermerhorn, Hunt and Osborn, 2004). Doing this is difficult, and requires management to think conceptually and enhance the understanding of the whole organisation by reflective processes (Senge, 1990). These reflective processes help in learning and bringing out values, visions, principles and techniques that need to be taught (Reeves, 2002). Organisational learning, building and development are products of carefully cultivated attitudes, commitments and management processes that have accrued slowly and steadily over time (Garvin, 1993). My intention in undertaking this research is to investigate how Les Roches Jin Jiang College developed these attitudes and to what extent they

have been established. My goal is to link research to practice (Burgess, Sieminski and Arthur, 2006) by giving Les Roches Jin Jiang College suggestions for improvement and other researchers new ideas on building the literature base for mission statements, leadership and capacity building.

Thesis Approach

After developing a theoretical argument and a conceptual framework for mission statements and leadership for building capacity in the literature review, this thesis will then describe and explain how the data was collected through an initial study that includes two focus groups and a main study consisting of interviews and questionnaires, as well as document analysis comprising student satisfaction surveys. I will do this in the form of a case study that considers the following research questions:

- What do members of the school understand about the school's mission?
- To what extent is the school's mission important to its members in their daily work?
- How do/Do members of the school act on the school's mission in their daily work?
- How do members of the school gain ownership of the school's mission?
- How can the school's mission be developed?

Finally, an analysis will be conducted of the data collected within the established framework, in which I address the research questions and discuss the implications of my findings in the context of previous mission statement and management theory literature.

It is necessary to mention that two published articles, Stocklin (2010) and Stocklin (2011), provide the foundations for this thesis. Stocklin (2010), see Appendix A, gives more information about Les Roches Jin Jiang's parent school in Switzerland. This article provided the groundwork for this thesis since the research proposal was originally based on it. Yet the plan for this thesis had to be adjusted, seeing that, after a promotion, I moved from the parent company in Switzerland to China. The idea for the thesis changed its focus owing to the size of the schools. Initially, my idea was to research the link between faculty integration and capacity building. This has changed in this research, which explores the link between mission and capacity building. However, quite a lot of the information in the article in Appendix A has been used for this thesis since the research project provides general background information on capacity building (see especially Chapter 2). In addition, many of the described features of its parent are also present in the college in China, given that academic quality assurance rests with the parent company in Switzerland. The parent institution provides guidelines such as faculty handbooks, quality assessment handbooks, and an academic catalogue consisting of academic regulations and standards of excellence applied in the hospitality industry, as well as course guidelines such as syllabus, scheme of work for students, and lesson plans for teachers. In addition, the parent institution gives instructions by means of semi-annual visits by its quality managers and regular communication through emails and phone calls between the Academic Dean of Les Roches Jin Jiang and the Director of Academic Affairs in Switzerland. Stocklin (2011), see Appendix B, is an excerpt from my first-year report, which includes an initial study on capacity building. This article provided some of the text for the literature review (Chapter 2), as well as the data collection and data findings (Chapters 4 and 5).

Chapter 2 – Literature Review

In this chapter, I set out the theoretical framework of the thesis in order to describe and support the origin of the research questions. Firstly, I will clarify a few terms as they are used in the context of this research and in this college in order to avoid potential ambiguity.

'Academic Department' refers to the academic faculty (there is only one, as the college specialises in hotel management) of the school, including the registration and library teams.

'Faculty' refers to the lecturers of the hotel management college in the following subject areas: English, general education with focus on hospitality, and practical hospitality as well as hospitality theory.

'Leadership' refers to the ability to influence a person or a group of people towards the achievement of a desired set of goals (Robbins and Judge, 2008). The source of this influence may be formal or informal.

'Management' refers to formal leadership, which is leadership by authority or the power given to those in this position by the organisation. The term in this context refers mostly to senior or at least mid-level leadership such as CEOs, presidents and departmental heads: that is, people who can influence the organisation from the top.

'Organisation' or **'institution'** refers to any business, firm, company or establishment, etc. (for profit or non-profit) that has planned coordination of activities through a number of people for the achievement of some common, explicit purpose or goal, through division of labour and function, and through the hierarchy of authority and responsibility' (Schein, 1994, p. 15).

‘Other Departments’ refers to support departments such as enrolment and marketing, industry and career placement, information technology (IT), school operations, human resources, and accounting and finance.

‘Professional (for the hospitality industry)’ refers to a person who is able to adapt to different cultures and people, has practical hands-on experience, understands the conceptual relationships between different functional areas in hotels and restaurants, and possesses soft skills such as proper etiquette and listening and negotiation skills.

‘Programme’ refers to a curriculum of study. The college has a total of four main curricula, consisting of an undergraduate curriculum called the Hotel Administration Programme with a maximum of three semesters (HAI, HAI, and HAI), plus two internships; a postgraduate curriculum called the Postgraduate Programme, consisting of a maximum of two semesters (PGDI and PGDI), plus one internship; a bilingual curriculum for both undergraduate and postgraduate students, and an English foundation curriculum called the Hospitality Preparation Programme (HPP).

‘School’ refers in a more general sense to any educational organisation, whether it is a primary school, a high school or a higher-education institution such as a college or a university.

Definition of Capacity Building

As established, the goal of this research is capacity building. But what exactly is capacity building? According to the *Concise Oxford English Dictionary* (2008), ‘capacity’ originates from the Latin word *capax* or *capac*, and refers to the maximum amount that something or somebody can contain or produce, for example, a lift’s capacity is the maximum number of people the lift can hold.

It is different from improvement or development, since in order to build capacity we need not just to make something better but to drive it towards the maximum it can be. For instance, referring to the capacity of an institution or a school, we need to think of the maximum level at which that institution or school can perform.

Menter and Murray (2009) explain that capacity in a school context relates to the range of skills, the infrastructure and the number of experienced and/or qualified researchers and teachers available. This definition suggests that capacity building consists of two broad areas: the building of physical capacity, such as adding more dormitories or classrooms to a college; and building inspirational capacity within humans by enhancing their cognitive and emotional capabilities.

The Requirement for Capacity Building

Most organisations around the world have to deal with competitive, dynamic and complex environments. An organisation needs to possess a sustainable competitive advantage in order to survive in such an environment (Porter, 1991). Griffin, Neal and Parker (2007) explain that in a competitive and changing environment the tasks become more unpredictable, and require adaptive and proactive behaviour on the part of the members of an organisation, while Ireland and Hitt (1992) point out that changing events and complex environmental challenges require schools to sharpen their focus and use their resources wisely to be successful in the future.

Success is manifested in attaining a competitive position or a series of competitive positions that lead to superior and sustainable financial performance (Porter, 1991). Therefore, an organisation

needs to understand the working environment and its influences on the company as well as its own internal strengths and weaknesses. By understanding both the environment and itself, a company can improve and foster survival and growth. Reeves (2002) argues that every organisation in the world must acknowledge the need for improvement, as there is not a single one that uniformly produces totally exemplary results. Consequently, building capacity requires that we understand and learn from the environment in order to improve the organisation. This means that management must value bad as well as good news and learn from both, and act on them by drawing up a plan of action and communicating it within the organisation. In addition, capacity building needs to ensure that everybody within an organisation is capable and working towards the same understanding. Lawler (1994) explains that many managers in today's competitive environment run the risk of creating organisations that underuse employees and do not develop the capabilities necessary for employees to perform successfully. Managers who fail to focus on the capabilities and motivation of individuals are building an organisation that they might be able to sustain only for a short period of time, until they lose any oversight of the situation.

Building capacity is about the development of people, since we are talking about human beings who are the 'resource' that can learn and improve. On this subject, Peter Drucker stated that 'management is about human beings and its task is to make people capable of joint performance, to make their strengths effective and their weakness irrelevant' (Haas Edersheim, 2007, p. 157). One of the major management problems that prevents capacity building is that the workforce has not been permitted to use their capabilities fully or been enabled to see the relationship between what they are doing and what others are doing (Schein, 1994). Overcoming such problems helps in building capacity.

Establishing capacity building in educational institutions helps not only the institution but also its members, such as faculties, to succeed. For example, in most schools we can see that pressures and demands are being placed on teachers, which explains the high turnover in this profession. This is especially true for new teachers. De Paul (2000) suggests that in the United States '22 percent of all new teachers leave the profession in the first three years because of lack of support and a sink or swim approach to induction' (p. 1). Moskowitz and Stephens (1997; cited in Brewster and Railsback, 2001) also explain the difficulties new teachers go through by stating:

the first few years are consumed with keeping their head above water: struggling to learn a new curriculum, develop lesson plans, deal with behavioural issues, track down supplies, and respond to the various needs of students, parents, fellow faculty members, and administrators (p. 4).

When looking at the intense pressure that new teachers are subjected to, it becomes clear that building capacity is necessary to help and support them in coping with these demands. I have observed in my academic management role over the past eight years that inexperienced teachers in particular rapidly find themselves criticised by students and receive complaints about their course delivery, which reflect badly on them and on the institution as a whole. However, not only teachers new to the education field but almost all teachers appear to face some difficulty. This is because they encounter different students, new colleagues, lack of support resources and/or a new environment. Often they have difficulty in finding the means to adapt. Eib and Miller (2006) explain that there are many teachers who care deeply about teaching, yet feel isolated and disconnected from like-minded colleagues. Managers need to ensure that all teachers exhibit the traits of a sense of comfort in the school setting, establish a classroom environment that accepts

and values students from diverse cultures, work effectively with colleagues, and understand and comply successfully with the school's mission (Younkin, 1999, cited in Bristor, Kinzer, Lapp and Ridener, 2002).

In an environment where capacity building occurs, the interesting but complex job of a teacher becomes clearer and relationship building occurs because open dialogues are the norm. Additionally, through the interactive communication of values, positive emotions and trust are established within the community. According to Tschannen-Moran (2004), this is essential in that trust enables the teacher to demonstrate citizenship behaviour. By citizenship behaviour, we are referring to traits such as punctuality, helping other employees, volunteering for things that are not obligatory, making innovative suggestions to improve the institution, not complaining about trivial matters, responding promptly to correspondence, and not wasting time (Oplatka, 2009). Establishing trust through open communication is important for bringing out these kinds of beneficial behaviours in an institution. This is especially true for staff of higher-education institutes, as found by a recent study by Salavati, Ahmadi, Sheikhesmaeili and Mirzaei (2011), whose final results showed a significant correlation between socialisation at work and organisational citizenship behaviour by analysing questionnaires from 148 employees who had worked in higher-education institutes in Sanandaj, Iran. Wang, Law, Hackett, Wang and Chen (2005) explain that having these kinds of behaviours in an institution improves not only the social and psychological working environment but also task performance. This improved task performance is due to the integration of staff members into a team. The result is a resilient self-belief in one's capabilities, as argued by Wood and Bandura (1989). With the resulting self-esteem, the teacher can provide a high-quality service to the institution. The direction is clear, and

harmony and teamwork are present, when capacity building takes place. The building of capacity creates a sense of belonging, which is associated with positive emotions and is a powerful motivational factor for employees (Sufi and Lyons, 2003). The emphasis in a capacity-focused organisation is on authentic self-expression, the development of relationships, and the overall development of a person within a community (Beatty, 2002).

Capacity Building in the Context of this Study

Gooding (1996) explains that we 'need an increased ability to do something: set a goal and accomplish it; assess a need and develop a strategy to reach it; develop a vision and organise around it; or any number of other important activities' (p. 41). This calls for inspirational capacity building consisting of establishing a community that provides a shared purpose, collaboration, reflective inquiry and influence – some of the dimensions mentioned by King and Newmann (2001) in relation to establishing a framework for building school capacity through a focus on professional development. In other words, inspirational capacity building is about developing in its personnel the kind of flexibility and adaptability needed if an organisation is not only to survive but to prosper in the face of a changing environment (Schein, 1994). This kind of capacity building in a school context makes teachers feel capable, since the whole community integrates and forms a professional culture by means of sharing, developing meanings and communicating values and beliefs.

But how can we build or enhance inspirational capacity? Cosner (2009), in a study consisting of an investigation of eleven high schools and their principals, who were nominated for their expertise in capacity building, comments that we know surprisingly little about the development of capacity

building. However, he concludes with the recommendation of increasing interactive contexts that support school-wide reform between principals and teachers. He argues that the increase in interaction will lead to changes in teacher attitudes and ultimately to the improvement of student learning. These changes in attitude are due to the establishment of a corporate identity.

According to David (1989), a 'corporate identity included how the company wants to be recognized in the marketplace by its customers, competitors, communities, the larger business world and employees, so that they may develop a sense of identity and commitment with the company' (p. 91). A corporate identity is created when the guiding philosophy descends from management in an organisation and is revealed through similar communication and behaviour in each community member (Leuthesser and Kohli, 1997).

The key to building a corporate identity and consequently building capacity seems to be the improvement of communication among the various people within the formal structure – a communication that needs to bring out clarity, understanding and knowledge of tasks. This communication needs to be linked to practices that are 'social' in nature (Cosner, 2009), since building capacity requires essential information to be exchanged between people within the organisation. The social aspect refers to interaction such as conversation between humans and taking the interests, intentions and needs of other people into account. Davies and Davies (2006) encourage having conversations of a strategic character, such as dialogues about the future goals of the organisation, in order to connect people and departments and drive them in the same direction. They suggest integrating this kind of communication into day-to-day operations via formal and informal discussions and dialogues. This engagement by means of discussion will lead to increased understanding of the purpose and goals of the institution, which can then draw on

teacher and community ideas that arise from this engagement. In addition, Copland (2003) argues that planning, making decisions and taking action is a collective undertaking that requires the entire faculty to focus on the improvement of students. By working together and establishing a corporate identity, synergy can be created, wherein each individual's contribution reinforces other people's contributions to form an integrated whole, a team, that is much more powerful than the sum of each individual contribution (Collins, 2001). The important point Copland (2003) is making is that capacity can be built by establishing these generated synergies and consequently lifting the performance of the organisation. The implication of building school capacity is therefore the creation of social interaction that brings out the exchange of essential information in order to develop a corporate identity and provide the school with a collective power that will ultimately lead to the improvement of student learning and performance.

The Purpose of Mission Statements

In this section, I would like to elucidate what mission statements are and what has been found out about their usefulness for management and organisations. The intention is to build the rationale for mission statements as the anchor for capacity building.

But, before going into this, I would like to explain that the term 'mission statement' is used generically here in its broadest sense to indicate any statement that includes the meaning of providing organisations with direction and purpose. Baetz and Bart (1996) clarify in their study that, other than mission statement, the most commonly used terms are Vision, Values, Beliefs, Principles and Strategic Intent/Direction. Desmidt et al. (2011) explain that these terms can be overlapping, interchangeable or even distinct. They are structured in a variety of ways

(Leuthesser and Kohli, 1997) and can be different from each other. For example, David (1989) explains that 'a mission statement reveals the long-term vision of an organisation in terms of what it wants to be and who it wants to serve' (p. 90), and makes vision a part of mission. But Collins and Porras (1991) argue that visions should be created, since mission is just a part of the vision of a company. According to Cummings and Davies (1994), using etymology (that is, the analysis of the root definition of each of the terms), one can see that the difference is that 'mission' refers to sending or causing something to be transmitted into the future whereas 'vision' means seeing or anticipating something that is not there yet. More recent work by Amato and Amato (2002), Bartkus and Glassman (2008), and Blair-Loy et al. (2011) demonstrates, however, that this difference should be toned down by explaining that researchers typically treat terms such as values, goals, philosophy and vision as part of the mission statement genre, since many practitioners would probably not know the subtle differences between these words. In addition, having elements of both mission and vision mixed in with their own philosophy statement will definitely not harm the statement, as suggested by Campbell and Yeung (1991) when pointing out that 'a vision and a mission can be one and the same – a possible desirable future state of the organisation can include all of the elements of mission' (p. 145), or when Cummings and Davies (1994) state that 'mission and vision are different, but different in a way which renders them neither mutually exclusive nor in competition, but complementary' (p. 147). More important for most scholars than focusing on differences in terminology is the finding that purpose or philosophy statements, which I refer to from now on under the general term of 'mission statements', can provide individuals throughout an organisation with direction, inspiration and meaning.

Therefore, let me now focus attention on what mission statements are and how they can be used as a tool that helps management to build capacity by strengthening its corporate identity.

Porter (1991) explains that, in a challenging and competitive environment, three conditions are needed in order to be successful and build capacity. The first condition is to generate goals and policies that are explicit and mutually reinforcing across all departments to give them a united direction. The second requires that goals and policies be aligned with the organisation's strengths and weaknesses. The final condition is concerned with the creation and exploitation of the organisation's unique strengths.

In order to establish these three conditions, many authors, including Peter Drucker, one of the most influential writers on management, and Jack Welch, former successful CEO of General Electric, suggest using the mission statement, since it tells us 'what is our business and what should it be for the enterprise' (Drucker, 1993, p. 414), and 'announces exactly where you are going' (Welch and Welch, 2005, p. 14).. Knowing what the business is and where it wants to go helps in establishing goals and expectations, as well as in ensuring clarity with regard to the strength of the organisation. Such knowledge can satisfy these three conditions and helps in coping with the environment. In addition, this general direction provides an organisation's workforce with guidelines that help them to cope with the recent trend towards decentralisation. Many organisations decentralise because they want to empower their workforce and create organic structure (Chacko, 1998). This is necessary because of the increased need for information sharing, autonomy and teamwork caused by pushing decisions into divisions, down through departments to each individual (Collins and Porras, 1991). Chacko (1998) and Collins and Porras

(1991) advocate this change in order to increase the flexibility to meet needs, stimulate innovation, save costs, enable faster decision making, and increase the sense of responsibility in the employees. In addition, this shift will also help to reduce high employee turnover rates, and high manager burnout and stress levels. But this change also had the drawback of making coordination difficult unless a common direction was established. Stating the mission can give that direction, since the mission defines the business (Drucker, 1993) and describes for the organisation its purpose or philosophy (Bart, 1998a; Bart and Baetz, 1997; Campbell et al., 1990; Campbell and Yeung, 1991). This is probably also the reason why mission statements have become one of the most popular and widespread management tools in the world (Bart and Baetz, 1996; Bart, 2004; Desmidt et al., 2011; King, Case and Premo, 2011; Klemm et al., 1991).

Vogt (1994) claims that a mission statement is the single element that differentiates one organisation from another, since it is the source from which all organisational plans, dreams, strategies, objectives, policies and outcomes flow. This is to place a heavy responsibility on mission statements. In order to share out this responsibility, mission statements have been split into two schools of thought (Campbell and Yeung, 1991). The first describes mission in terms of business strategy and direction (its mind), while the other expresses it in terms of philosophy and ethics (its heart). The first approach sees 'the mission statement as a source of guidance and direction for individual and work unit productivity' (Want, 1986, p. 50). The second school of thought argues that mission is the glue of values and beliefs that connects people. Compared with the strategic view of mission, this interpretation sees mission as capturing some of the emotional aspects of the organisation. It is concerned with generating cooperation among employees through shared values and standards of behaviour. Vogt (1994) claims that this focus on mission

statements serves as a vehicle for empowering staff to take action. Dean and Peterson (1999) support this claim by pointing out that, in a school context, mission and purpose encourage intangible forces to motivate teachers to teach, school leaders to lead, children to learn, and parents and the community to have confidence in their school. Consequently, mission statements can serve as the medium of connection to establish reasons for the organisation's existence.

Campbell et al. (1990) reason that companies should not try to write mission statements; rather, they should try to 'create a sense of mission' among their employees. Only this will make a mission statement effective in building capacity in its organisation. A sense of mission is created when the minds and hearts of the people are involved; this is when people are inspired and know what to do. This sense of mission can also, according to Ledford, Strahley and Wendenhof (1995), contribute to organisational performance. Nonetheless, many mission statements do not provide a sense of mission, as observed by Want (1986):

Unfortunately, many mission statements tend to be either too vague and general or too specific and narrow in focus. One characteristic most mission statements share is that they usually sit, unread, on a shelf or in a drawer (p. 48).

In order to explain more about the mind and heart of mission statements and give grounds for what could make communities understand, accept and remember their mission, let me provide an overview of some of the findings of previous work that has been undertaken by scholars who investigated mission statements.

Previous Research on Mission Statements

Analoui and Karami (2002) explain that the literature on mission statements is of both a descriptive and a prescriptive nature. The descriptive literature looks at what analyses missions and explains what they should be about, while the prescriptive explains how mission statements can help managers and their organisations. However, this division is not very easy to make, since most articles about mission statements include elements of both. In addition, the terms 'description' and 'prescription' do not really tell us much. Consequently, I prefer to use a different approach by focusing more on the sequence used when establishing mission statements and grouping the previous literature into the following three approaches:

- The process of creating such statements
- The elements that should be included and defined in missions
- Investigations into whether mission statements can be linked to innovation, productivity or any other form of higher performance.

While clarifying each approach, I also would like to point out missing information that provides grounds for further investigation in this thesis.

The Process of Creating Mission Statements

This approach examines who should be involved in drafting mission statements, and how they do it. When studying the source of the mission statement and its usage, Want (1986) stated that 'the responsibility for developing, implementing and monitoring the corporate mission should ...be one of the prime responsibilities of the... head of the business unit for which the mission statement is being constructed' (p. 50). Davies and Glaister (1997) also concluded that the responsibility for drafting the mission statements lies for the most part with the head or

management team of the college.. Similarly to Want, Ireland and Hitt (1992), who conducted a case study on Vanguard, a private preparatory school, argue that mission statements should be formed only when top-level managers have made the philosophical and operational commitment required to focus the organisation's resources on mission accomplishment. Welch and Welch (2002) made an even stronger point by stating, 'Setting the mission is top management's responsibility. A mission cannot and must not, be delegated to anyone except the people ultimately held accountable for it' (p. 17). Bart (2004) provides the reason for this requirement by stating that only involved senior managers can best explain their own thoughts, interests and rationale for adopting a particular stance in relation to mission and content and the strategies adopted for their realisation.

This suggests that top management needs to be engaged when using a mission statement to build capacity. This is, however, not always the case. For example, in his critical assessment of whether there is a need for mission statements, Krohe (1995) wrote that many companies adopt mission statements because having them sounds good and their mere popularity makes companies follow suit; or, as Davies and Glaister (1997) explain in the business school context, many schools draft mission statements because of external pressure so as to cope with accreditation and improve quality by forcing them to engage more in planning processes. It had the consequence that the establishment of mission statements for these schools became more of a cosmetic exercise rather than being used as an internal marketing tool to institute corporate identity.

But merely following suit and responding to pressure from outside by drafting mission statements does not bring them to the heart of senior management, and will not lead to support for and

realisation of the philosophy described in the mission statement. Coulson-Thomas (1992) also observed that the community regards mission statements as just 'words on paper' when companies have them as a display on the wall or on their website.

In addition to senior managers' commitment, Ireland and Hitt (1992) and Davies and Glaister (1997) argue for the involvement of more stakeholders in developing mission statements. Baetz and Bart (1996) emphasised that this involvement is not only routine, but required. Vogt (2007) provided the reason for this requirement by stating that 'people support what they help create, so for people to embrace a mission; they must be involved in its creation' (p. 12). The goal is to create a statement that satisfies all stakeholders' interests. Ireland and Hitt (1992, p. 38) described the process by which Vanguard created its mission statement as follows:

The planning committee of Vanguard, a not-for-profit organisation, knew that the school had to satisfy stakeholders' interests to be successful. To identify the interests, the committee hosted a mission statement workshop. Invited to participate in the workshop were current, former, and prospective students and parents; faculty members; school administrators; members of the board of trustees college recruiters; and former, current, and prospective donors. The participants' input became the foundation for developing the school's mission statement. This ensured that all legitimate stakeholders had opportunities to be involved in its development.

The creation of Vanguard's mission statement required seven committee members' efforts for six months. Consequently, when looking at the process of creating mission statements, the work of Ireland and Hitt (1992) and Davies and Glaister (1997) told us that merely publishing a mission statement is not enough to build capacity. However, the question remains of which stakeholders should be involved, and to what extent. Bart (1997a) observed that some companies seek to involve as many stakeholder groups as possible in developing their mission. But this practice can lead to 'overkill' (p. 16) and sometimes achieves little. Therefore, the number of stakeholders

should be controlled. Representation should be given to the most important ones. The recent work of King, Case and Premo (2011) gives us an understanding of who the most important stakeholders are, as they performed a content analysis of mission statements by comparing the goals and objectives plus identifying stakeholders in companies in the top Fortune list in 2001 (top 100) and 2008 (top 50), as well as in 2010 (top 25) when including and comparing Australia, Canada and Great Britain (UK). This study reveals that the three groups mentioned far more than any other groups in all the missions analysed consisted of:

- Customers
- Employees
- Owners.

This therefore suggests that the successful creation of a mission statement rests on including these groups when designing the statement and on addressing these groups *in* the statement. Senior management can actually represent the viewpoints of stakeholder group three (owners), seeing that they act on behalf of the organisation (Schein, 1991).

The conclusion I draw from the previous research undertaken on the process of creating mission statements is that what needs to be addressed in the investigation of mission statements when building capacity are the questions of how senior managers can involve employees and customers in the mission statement process in order for them to understand, gain ownership of and contribute to the achievement of the mission.

The Elements that Should Be Included and Defined in Missions

The research done in this area follows the assumption that the quality of the mission statement depends on the presence of specific components (Desmidt et al., 2011). Bart (2002) explains that some mission statement components may now be more important to include than others.

Therefore, these investigations look at the elements that should be included in the mission statement and also the optimum length of the statement.

As mission statements serve a variety of purposes (Wright, 2002), the reason for them needs to be defined in order to assess what statement and what content will be most successful. Baetz and Bart (1996) found out that mission statements can serve many purposes, such as enhancing external public relations, motivating staff within the company, becoming a strategic tool to define the firm's commercial rationale and target market, establishing harmony within the organisation, providing a basis for allocating organisational resources, establishing a general tone for the organisational climate, facilitating the translation of objectives into a work structure that involves the assignment of tasks to people within the organisation, specifying organisational purposes and the translation of these into objectives, providing a purpose that is consistent between departments, and improving understanding and support from key groups outside the organisation.

In addition to these, Bart (1997b; 1998a) provides the following list of reasons given for having mission statements in an organisation:

- To create a common purpose for the organisation;
- To define the scope of the organisation's activities and operations;
- To allow the CEO to exert control over the organisation;

- To create standards of performance for the organisation;
- To help individuals identify with their organisation, its aims and its purpose (and to encourage those who do not to leave);
- To promote shared values among the organisation's members;
- To promote the interests of external stakeholders;
- To motivate and/or inspire organisation members;
- To help refocus members during a crisis; and
- To provide a sound basis for the allocation of organisational resources (p. 68).

These lists of purposes and reasons for having mission statements seem rather long. It appears that these authors reason that the more components there are in a mission statement, 'the higher the quality of that mission statement and hence the stronger the relationship with certain performance indicators will be' (Desmidt et al., 2011, p. 475). So coming up with an appropriate mission statement seems to be quite difficult. To add to this complexity, not only are the reasons for or purposes of the mission statement many, but so are the numbers of components that need to be addressed and were suggested by several scholars. For example, Pearce and David (1987) proposed using eight components, which was later modified by David (1989), who used a framework of the following nine components when writing such a statement:

- Customers – Who are the enterprise's customers?
- Products or services – What are the firm's major products or services?
- Location – Where does the firm compete?
- Technology – What is the firm's basic technology?
- Concern for survival – What is the firm's commitment to economic objectives?

- Philosophy – What are the basic beliefs, values, aspirations and philosophical priorities of the firm?
- Self-concept – What are the firm's major strengths and competitive advantages?
- Concern for public image – What are the firm's public responsibilities and what image is desired?
- Concern for employees – What is the firm's attitude towards its employees? (p. 92).

Bart (1997b; 1998a), however, informs us that twenty-five components were used by companies in their mission statement. Eleven of the twenty-five items were initially found to be used to a higher degree (Bart, 1997b). These high-use mission components were further narrowed down to ten items (Bart 1998a), which are:

- Competitive strategy
- Behavioural standards
- One big goal
- Specific financial objectives
- Non-financial objectives
- Technology defined
- Concern for survival
- Concern for employees
- Concerns for shareholders, and
- Statement of vision (p. 69).

Ireland and Hitt (1992) explain that a mission statement declares its corporate purpose. This declaration needs to include what the organisation intends to accomplish, identify the market(s) in which the firm intends to operate, and reflect the philosophical premises that are to guide actions. In order to provide more detail on what needs to be included in a mission statement, Bart's (1997b) finding suggests having comments on each of the following component categories: 'purpose, values, distinctive competence, desired competitive position, identification of stakeholders, general corporate goals, one big goal, concern for customers, concern for employees, concern shareholders, and vision' (p. 380). Ireland and Hitt (1992) describe the mission statement of Vanguard in order to demonstrate what such a statement should look like (see Appendix C).

Vanguard's mission statement seems to be quite lengthy. It could become even longer if one thought of including all the components suggested by Pearce and David (1987), David (1989) and Bart (1997b; 1998a), as well as addressing several mission statement purposes mentioned by Baetz and Bart (1996). The practice actually demonstrated that neither the ten significant components listed by Bart (1997b, 1989), the nine components noted by David (1989), nor even just the eight components mentioned by Pearce and David (1987) have all been addressed by organisations. This could be because a long statement makes it difficult to give the stakeholders direction and purpose, since the longer it gets, the more difficult it will be to communicate. Consequently, long mission statements stand in contrast to the argument of Reeves (2002), who states that the 'mission of an organisation must be brief and passionate' (p. 120). Many companies seem to follow this advice, for example Procter and Gamble, Royal Bank of Canada, Barclays and Qantas Airways (Appendix C). These statements come from different countries and are significantly shorter than the one from Vanguard.

Long mission statements also make it difficult to follow the recommendation provided by Campbell and Yeung (1991), who stated that effective missions need to be managed by means of a clear definition and the condensation of the statement into a few symbolical standards, such as 'putting people first'. Therefore, the result is that mission statements vary in length from a brief paragraph to tomes.

Bart (1997a) explains that success in the articulation of mission statements has been described as the ability to balance the competing interests of the various stakeholders in a firm. In order to address all stakeholders, mission statements should be fairly general in their orientation (Bart, 1998b). However, Klemm et al. (1991), when investigating for whom mission statements are primarily intended, found by surveying fifty-nine top companies from the Times 100 that 'the mission statement was established mainly for internal consumption, intended more to communicate management philosophies and intentions to staff than to communicate to the outside world' (p. 76). According to this finding, we need to address not only the customers, the most-mentioned stakeholders in mission statements (King, Case and Premo, 2011), but also (and especially) the values of our employees when wording the mission statement. But how do we know what these values are?

Blair-Loy et al. (2011) conducted an empirical study in which they compared the content characteristics of the mission statements of two groups of companies out of forty-one publicly traded financial services firms. The groups consisted of firms that have been publicly acknowledged for the quality of their work-life balance practices by the *Working Mother* (WM) magazine list of the 100 best companies for employed mothers, and competing firms who have not

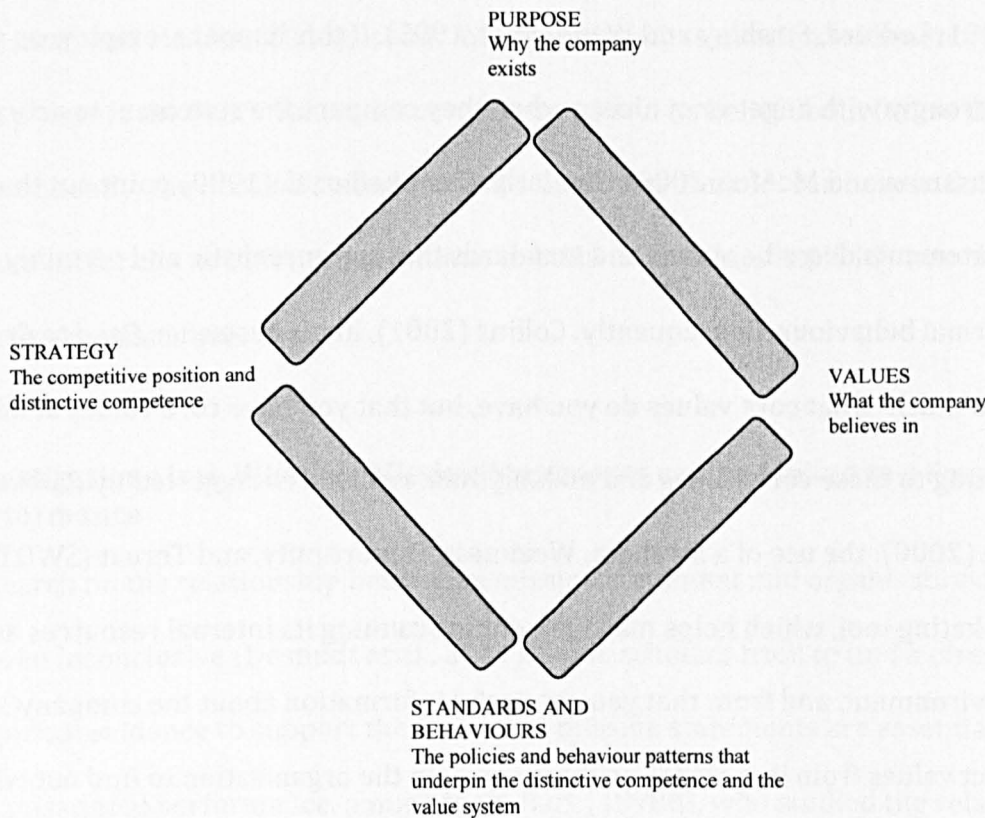
been recognised in this way. The findings of this study reveal that firms who acknowledge employees, especially employees' intrinsic value, in the content of their mission statements are significantly more likely to have WM-recognised work-life practices than firms whose statements do not espouse these themes. Likewise, Davis, Ruhe, Lee and Rajadhyaksha (2007), who surveyed senior business students from sixteen different universities, of which nine were religiously oriented and seven were secular, found that 'students at universities with ethical statements in their mission statement had significantly higher perceived character trait importance and character reinforcement than those at universities whose missions lacked ethical statements' (p. 99).

These findings suggest that creating mission statements that address many aspects and purposes does not convey any deep meaning for the people who are directly involved in achieving the mission, and therefore does not provide the grounds for passion and commitment to the organisation. According to Want (1986), it is crucial that the mission statement should reflect the personality of the organisation.

Campbell and Yeung (1991) explain that elements in mission statements should focus on connecting personal values. People are searching for meaning. Values give meaning, and can provide a rationale for behaviour. Values are the beliefs and moral principles that lie behind the company's culture. Therefore, the content of the statement should inspire the stakeholders by addressing their values. According to Bart (1997a), only 35 per cent of firms reported using mission statements to inspire and motivate their troops. In order to establish clarity, inspiration

and meaning, Campbell et al. (1990) created and suggested the use of the Ashridge Mission Model in writing mission statements (see Figure 2.1).

Figure 2.1 – ‘The Ashridge Mission Model’



They argue that thinking along the lines of this framework by addressing and articulating the mission statement through the components of having purpose and strategy, and the listing of values and behavioural standards, can help managers to think clearly about mission and, more importantly, will help them to discuss mission with their colleagues (Campbell and Yeung, 1991). However, in many companies, mission statements are statements not so much of fact and possibility as of fiction and fantasy (Bart 1997a). As a result, their usefulness appears highly questionable. For example, statements such as ‘We hold employees in the highest regard, since

they are the key to our success' or 'We will meet or exceed customer expectations 100 per cent of the time' often do not hold up, with the consequence that they become empty promises. The drafting of rhetorical rather than authentic value-driven statements results in responses of justifiable cynicism instead of in uplifting employees with elevating ideals (Campbell et al., 1990; Collins and Porras, 1991; Ledford, Strahley and Wendenhof, 1995). If this happens, employees and customers can react strongly with anger or cynicism when they compare the statement to actual incidents (Bartkus, Glassman and McAfee, 2000). Similarly, Campbell et al. (1990) point out that most often mission statements describe values and standards that are unrealistic and certainly not part of employees' normal behaviour. Consequently, Collins (2001), in his bestseller *Good to Great*, reveals that it is not so much 'what core values do you have, but that you have core values at all' (p. 195). One idea for getting to these core values and making them realistic is suggested by Bartkus, Glassman and McAfee (2000): the use of a Strength, Weakness, Opportunity, and Threat (SWOT) analysis. This is a marketing tool, which helps management in scanning its internal resources as well as its external environment, and from that you get useful information about the company's purpose and can reflect values from it. A SWOT analysis can help the organisation to find out what they can do best, what their economic engine is, and what they are passionate about (Collins, 2001; Gray and Streshly, 2008). Klemm et al. (1991) concluded that companies see the mission statement primarily as a vehicle for communicating values to staff and for asserting their leadership throughout the company. Therefore, a mission statement can simply be a "theme", which can stimulate reader involvement and provide a sense of identity for the firm (Leuthesser and Kohli, 1997). These mission statements bring to life generic goals and objectives such as providing quality and value, being ethical, achieving growth and becoming a market leader by combining them into a metaphor such as 'Our mission is to build a castle' by Circus Circus

Enterprises, Inc., or 'Make people happy' by The Walt Disney Company. These kinds of statements jointly address many stakeholders such as investors, employees, management and even whole communities in a succinct way. In addition, they provide direction by creating an image that can easily be projected into people's minds to give meaning. Most importantly, according to Bartkus, Glassman and McAfee (2000), is that management make mission statements a communication tool that presents the firm's values, its current status and its belief about future direction. Consequently, the mission statement as a communication tool can help in Collins' (2001) argument for the need for organisations to build their values explicitly into the organisation, and to preserve them over time.

Investigations into Whether Mission Statements can be Linked to a Form of Higher Performance

Research on the relationship between a mission statement and organisational performance has proved inconclusive (Desmidt et al., 2011). Some scholars tried to find a direct link but found little empirical evidence to support the claim that mission statements are essential for superior organisational performance, among them Bart (1998b), who studied the relationship between mission statements and company performance by using a sample of 136 large Canadian organisations, or Stallworth Williams (2008), who also tried to find a direct link between the highest- and the lowest-performing companies of the 2006 Fortune 1000 list by comparing David's (1989) suggested list of components of mission statements with the firms' actual financial performance.

Krohe (1995) stated that, 'If any link exists between the adoption of a mission statement and subsequent company performance, it is so indirect that our smartest academics and consultants

are unable to trace it' (p. 16). Bart's research and Krohe's statement indicate that it is very difficult, if not impossible, to find empirical evidence for any direct links between mission and company performance. However, practitioners apply mission statements to influence and create a strong, purposeful and widely shared value/belief system (Bart, 1998b). In addition, some research findings showed empirical evidence of a link between mission statements that focus on internal marketing efforts and their effect on employees – which was better performance. For example, Klemm et al. (1991) explained that missions that state values help managers to become better leaders; Bart (1998a) discovered that mission statements that are supporting employee commitment can generate more innovative companies; Amato and Amato (2002) claimed that there is a relationship between the commitment of companies to enhancing the internal working environment through their mission and financial success; Davis, Ruhe, Lee and Rajadhyaksha (2007) found that ethical behaviour in mission statements enhances stronger value creation among students in a school; and Blair-Loy et al. (2011) found that employees get better treatment in companies that stress employee values in their mission.

These studies suggest that mission statements are powerful tools that can be used to set the tone and direction for driving task-focused methods and employee commitment. However, the reality is that a mission, if properly applied, is just a tool that *could* enhance performance, but is not a guarantee of better performance. Desmidt et al. (2011) explain that studies (for example Bart, 1997b) on the link between mission statements and performance show positive differences in performance only when, firstly, the mission statements contain no financial goal(s), identify values and purpose, and state their distinctive competence or strength. Secondly, management in high-performing organisations developed mission statements with the aim of inspiring organisational

members, promoting shared values and providing common direction. Consequently, the results show that performance can be improved through mission statements only when their content concerns employee commitment. An example of this is the work of Campbell et al. (1990) in their book *A Sense of Mission*, in which they wrote about the Ashridge Strategic Management Centre conducting a two-year research project consisting of approaching fifty-three companies that had developed and implemented mission statements, and assessing their impact on employees. In this work, they discovered five companies that displayed a strong sense of shared values, beliefs, behaviour patterns and standards. They mention that the difference between these five companies and other companies is that the commitment and enthusiasm among their employees seem to come from a sense of personal attachment to the mission and the principles on which the company operates. Bart (2004) equally recommends that formal leaders focus their attention on increasing their employees' commitment to the mission. This recommendation indicates that it is not the establishment of a mission per se but rather delivering the content of that mission in an inspirational way that is crucial for success. A mission statement can inspire only those who are aware of its existence and who understand its importance (Wright, Moynihan and Pandey, 2011).

Towards Incorporating Mission Statements

Campbell (1997) explains that mission statements stimulate three kinds of response in a workforce:

- A yawn of boredom. This is when the mission statement has no meaning to the community member.
- Emotional support. This when the community member recognises the values and feels uplifted by being associated with this organisation.

- Emotional resistance or cynicism. In this case the community member recognises that the values and behaviour are different from his or her own or the stated words are different from what is actually practised.

The mission statement needs to be incorporated or operationalised in order to create the emotional support needed for capacity building (response 2). The previous studies regarding mission statements (i.e. the process of creating such statements, the elements that should be included and defined in missions, investigations of whether mission statements can be linked to innovation, productivity or any other form of higher performance) point to the following requirement when incorporating mission statements for capacity building:

Content in the mission statement that matches the values of its major stakeholders (i.e. customers, employees and managers).

Driving Missions through Effective Communication

Mission-driven organisations integrate management philosophy in a way that makes it the most relevant, stable, internally consistent and powerful reflection of the organisation. Wang (2011) explains that 'when individuals strongly define themselves in terms of this particular philosophy; they would incorporate the fundamental principles, spirituality and values of the management in their self-concepts' (p. 115). Successful building of capacity through a mission statement therefore occurs when the community member thinks, believes and acts according to the management philosophy of the organisation. In other words, the community integrates and forms a common identity.

The first step in establishing this common identity is to write the mission and inform the community about it. However, management needs to be aware that this is only a partial accomplishment, as the following story by Bartkus, Glassman and McAfee (2000, p. 23) indicates:

It was 18 months in the making. Hundreds of hours of staff time and thousands of dollars in consulting fees were spent. But it was worth it. The mission statement was finally ready for presentation at the company's most spectacular PR event to date. A video crew was on hand to tape the event for use as a training tool. Everything went perfectly, and as the president concluded his speech, a giant, 50x100/foot banner slowly unrolled to read: 'Our mission - To be the best gadget industry and put customer first'. Everyone applauded, including hundreds of employees, customers, and suppliers wearing T-shirts and buttons that said, 'Live the Mission'.

This story shows that the company was able to create excitement about its mission statement because it announced it to the public in an enthusiastic way. The enthusiasm displayed is certainly great when announcing the mission statement. However, the findings of Bart (1998a, 2004), who studied the link between mission and innovation, employee commitment and organisational learning, reveal that, while the *content* of the mission is important, the *commitment* to the mission matters even more. Campbell et al. (1990) comment that 'the Bible and the Constitution are useful documents only to those who believe in them, those who are committed to follow their doctrine or their rules. A mission statement is the same' (p. 16). The story told by Bartkus, Glassman and McAfee (2000) supports this view, since the announced mission did not have the benefit the company hoped for, which was to establish a new direction for its community. The story ends with an employee from the sales department being frustrated and throwing the company's 'Live the Mission' button into the rubbish bin, because a shipping department employee has refused to put the customer ahead of his personal needs. This supports Bart's (2004) claim that simply writing a mission and then announcing it to the troops has an impact only if the mission is understood,

accepted and remembered by all employees. This seems rarely to be the case, since a message as crucial and complex as a mission will most likely not be immediately absorbed and acted on. Consequently, more is required to successfully communicate and incorporate the mission. Coulson-Thomas (1992) argues that management needs to establish an open dialogue within its community, or significant change will not occur in the organisation. The dialogue needs to be about the mission statement. The mission statement needs to be clear and compelling and give a positive view of the future. However, this requires patience and will not happen overnight, as changing attitudes and perspectives generally takes longer than is first thought (Coulson-Thomas, 1992).

To incorporate the mission statement and build capacity in China, Wang et al. (2005) advocate the use of an interactive and dynamic model of leadership following a social exchange between leader and follower.

Suggested Model of Leadership

The intention in this section is to establish clarity regarding what leadership is. In addition, I would like to explain the rationale for the suggested leadership style, in accordance with Wang et al.'s (2005) theory, as a prerequisite for the incorporation of the mission statement into capacity building.

Over the past century, many definitions of leadership have been provided and various theories of leadership have been established and have evolved in many ways. Yukl (2010) explains that there are as many definitions of leadership as there are people who have attempted to define the concepts. However, for the purposes of building capacity, I would like to explain that, for me,

Page 54

leadership is the cement, glue or connection that holds the whole structure of an organisation together in the right places and also enables it to grow. A metaphor for this would be building a house: it cannot be built and held together with bricks or stones alone; it needs mortar to keep it together and a bricklayer to put the mortar in the right places. Therefore, I would like to discuss leadership from the perspective of the school principal or manager who leads the organisation like a bricklayer who puts the mortar in the right places and then knows that he/she can always build onto it, and that the people in the organisation become the mortar that keeps the house together in a solid form that will last for centuries. One of the definitions that includes this metaphor was given by Reinhartz and Beach (2004, p. 3), who suggested that 'leadership involves building cohesive and goal oriented teams that are capable of working together to accomplish objectives and fulfil the mission'. I believe that the bricklayer's job and the 'glue' of building a house are good descriptions of leadership for capacity building. However, the goal of the manager is to build a great organisation that becomes sustainable over a long period of time, is healthy, and might even grow further when that particular initiator or manager is gone. In building this kind of organisation, the school principal or manager is more like a gardener, who plants the seed and provides it with water, but when it is established and healthy the plant takes off and spreads its roots and grows daily. The gardener will one day be gone, but the plant lives on and becomes stronger over time. Seeing leadership from this kind of perspective can be beneficial because it shows that leadership starts from the top but needs to be encouraged downwards in order to help the organisation to develop and grow strong. In order to approach this kind of leadership correctly, we need to look at existing leadership theories. The variety of leadership theories is quite diverse, yet also sometimes closely related. Some of the theories focus on leaders' traits, claiming that leaders are born with certain characteristics, while others focus on behaviour styles, or focus on

certain situations (Hitt, Miller and Colella, 2006; Mullins, 2007; Robbins and Judge, 2009; Schermerhorn et al., 2004; Yukl, 2010).

One form of leadership that encompasses certain characteristics ('charismata') that leaders need to have, in addition to the right style, which adjusts to each situation (Bass, 1997; Schermerhorn et al., 2004) and has been validated as effective, is 'transformational leadership' (Avolio, Zhu, Koh and Bhatia, 2004; Bass and Riggio, 2006; Reinhartz and Beach, 2004; Walker, 1994; Wang et al., 2005; Weller, 1998). Transformational leadership has been found to have an important effect on establishing an organisation's mission, in that this type of leadership influences employees through clarifying organisational goals and obtaining their support by engagement and attraction to make the mission worthwhile (Wright et al., 2011). Robbins and Judge (2009) suggest that 'organisations are increasingly searching for managers who can exhibit transformational leadership qualities' (p. 196). But what exactly is transformational leadership?

Mullins (2007) defines transformational leadership as follows:

Transformational leadership is a process of engendering higher levels of motivation and commitment among followers with the emphasis on generating a vision for the organisation and the leader's ability to appeal to higher ideals and values of followers, and creating a feeling of justice, loyalty and trust. In the organisational sense, transformational leadership is about transforming the performance or fortunes of a business (p. 381).

This definition implies that transforming an organisation requires the passionate commitment of all the organisation's members to working together in a given direction that has been cooperatively generated and agreed. Bass and Riggio (2006) explain that 'transformational leaders motivate others to do more than they originally intended and even more than they thought

possible' (p. 4). Going in the same direction and doing more than was intended or even thought possible is exactly what is needed for building capacity. Capacity building through mission statements requires these leadership skills, since leaders need to be able to inspire the staff in an organisation to transcend their own self-interest for the good of the organisation (Robbins and Judge, 2009). The goal of transformational leadership is to ensure that the workforce agrees with the goals and values established in an organisation by feeling trust, admiration, loyalty and respect towards the leader, so that they will do more than they originally expected to do (Yukl, 2010). Northouse (2010) comments that 'transformational leadership fits the needs of today's work groups, who want to be inspired and empowered to succeed in times of uncertainty' (p. 171). 'Uncertainty' refers to the changing and competitive environment of today's workplace.

Bass (1997) explains that transformational leadership has four components: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Let me explain these four components and compare and contrast them with the five fundamental practices of exemplary leadership advocated by Kouzes and Posner (1995) in *The Leadership Challenge*, in order to obtain a clear picture of the use and importance of transformational leadership.

The first component, 'idealised influence', consists of two aspects: the leader's behaviour and the elements that are attributed to the leader by followers (Bass and Riggio, 2006). ('Followers' means people who are voluntarily acting in accordance with the leader.) In the case of idealised influence, the follower likes to emulate the leader, since the follower can understand and identify himself/herself with the leader's behaviour (Bass and Riggio, 2006; Yukl, 2010). Idealised influence is achieved when the leader displays conviction, emphasises trust, takes a stand on

difficult issues, acts as a role model by representing the most important values, and emphasises the importance of purpose, commitment and ethics (Bass, 1997). So, when it comes to idealised influence, the concept of role modelling seems to be at the centre. 'Role modelling' refers to the need for the leader to take action through personal example, by standing up for his/her beliefs and by dedicated execution (Kouzes and Posner, 1995).

The second component focuses on motivation through inspiration. Robbins and Judge (2009, p. 69) suggest the following definition of motivation: 'the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal'. Inspirational motivation includes communicating an appealing vision of the future, stimulating followers with new perspectives and ways of doing things, and encouraging the expression of ideas and reasons (Bass, 1997). The idea should be to create a road map or a vision for the organisation that everybody within that organisation understands is for the common good. It requires that leaders know and involve their followers by communicating with them through a dialogue in which everybody can openly raise issues and concerns (Kouzes and Posner, 1995).

The third component, intellectual stimulation, is behaviour that increases follower awareness of problems and influences followers to view problems from a new perspective (Yukl, 2010). Here the goal is that everybody in the organisation should question old ways and contribute ideas for improvement. In order to come up with ideas for improving things, the leader needs to stimulate the followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Bass and Riggio, 2006). Kouzes and Posner (1995) refer to this component as 'challenging the process', and suggest that leaders are pioneers

who are willing to take risks, to innovate and to experiment in order to find new and better ways of doing things.

The last item on the list of requirements for achieving effective leadership through transformational leadership, according to Bass (1997), is individualised consideration, which includes providing support, encouragement and coaching to followers (Yukl, 2010). Two of Kouzes and Posner's (1995) practices also include this component. They mention that, on the one hand, leaders need to enable their constituents to act by providing them with more discretion, authority, information, trust and confidence. On the other hand, Kouzes and Posner (1995) propose that leaders need to encourage the hearts of their followers by considering their individual needs, abilities and aspirations. The leader's job is to show people that they can win and succeed through encouragement and by offering them benefit when behaviour is aligned with the established cherished values. The goal is to awaken the passion and love of their constituents for their products, their services, their clients and customers, and simply their work. Individualised consideration involving attentive listening enables the leader to achieve the goal of developing each person. The development of each individual leads in turn to the improvement of the whole organisation, as every individual component is involved.

Yukl (2010) validates the effectiveness of transformational leadership by stating that numerous meta-analyses (for example Lowe, Kroeck and Sivasubramaniam, 1996; Judge and Piccolo, 2004; DeGroot, Kiker and Cross, 2000) have found that transformational leadership is significantly related to leadership effectiveness that builds capacity. Yukl's validity claim is also based on work by Bass (1997), who refers to many additional meta-analyses that have been conducted around

the world in different cultures (for example Bass and Avolio, 1993; Davies, Guan, Luo and Maahs, 1996; Yokochi, 1989). However, in order that transformational leadership should work in China, Wang et al. (2005), in a study of 162 leader-follower dyads within organisations situated throughout the People's Republic of China, advocate 'a socially interactive and dynamic model of leadership, where the influence of transformational leadership on performance is through a social exchange between leader and follower' (p. 430). Graen (2008) explains that transformational leadership requires mutual respect, trust, and commitment to work in China. Therefore, transformational leadership can be applied in a Chinese context as long as a social exchange is happening at the same time (Stocklin, 2011).

This social context also needs to be kept in mind when dealing with the two challenges inherent in building capacity through mission. The first is to consider the current situation of the organisation and its members. Every organisation is different and operates in a different environment. Second, every constituent is motivated differently, since they are human beings who are complex by nature, with different needs. Leaders would be well advised to be aware of this and to react flexibly in order to adapt to different situations and different people. Matching the leader's style and the demands of the situation is proposed by Fiedler (1967, 1970, 1971), in his Situational Contingency Theory. Management needs to consider these two challenges when leading the organisation towards capacity building.

Framework of Management to Lead the Institution's Mission towards Capacity Building

Desmidt et al. (2011) believe that mission statements are not magical instruments that, once crafted, flow automatically through the organisation and help solve a wide variety of managerial

problems. It rather requires a communication process that creates a social context with the focus on establishing a corporate identity wherein all members in a community work towards the same goal or purpose. In order to build capacity, Mitchell and Sackney (2001) suggest to educational managers that structures and systems need to be created that support and value personal learning and that also facilitate and encourage collective learning. This collective learning refers to the construction of synergy that prevails through interventions and information sharing by educational managers. By defining capacity building as the establishment of synergy whereby the output of the collective unit becomes significantly higher than the sum of each individual component, and by giving directions that are understood and followed, it can be argued that the process of capacity building can become an integral part of the creation of a high-performance organisation. However, establishing long-term synergy requires that each member of the organisation must want to contribute to the organisation's well-being and be willing and able to support it. One way of ensuring this would be to find the 'Holy Grail' of industrial psychologists, which is the relationship between job satisfaction and job performance for organisational improvement. Judge et al. (2001) explain that no single tool to establish this Holy Grail has yet been found, but several moderators, such as role clarity, self-esteem, value attainment, job complexity, positive emotions and citizenship behaviour, seem to have positive correlations with increasing job performance. According to the literature reviewed on mission statements, it seems that mission statements, if correctly applied, could be the long-desired Holy Grail, since, as stated previously, research findings show empirical evidence of the link between the impact of mission statements focusing on internal marketing efforts and their effect on employees, leading to better performance (for example Amato and Amato, 2002; Bart; 1998a; Blair-Loy et al., 2011; Davis, Ruhe, Lee and Rajadhyaksha, 2007; Klemm et al., 1991, and Stallworth Williams, 2008).

Management intervention and leadership in integrating the mission statement could help in creating job satisfaction and task clarity with the aim of establishing better performance and consequently improving capacity building within the organisation. The question would be how management can establish this Holy Grail by the use of its mission statement. An appealing suggestion for creating this social context and establishing Judge et al.'s (2001) Holy Grail comes from Lambert (2005), who found that there are three phases in building capacity when she studied the leadership of fifteen successful schools. The first phase she calls the 'instructive' phase, the second one is the 'transitional' phase, and the third she refers to as the 'high leadership capacity' phase. Let's look at each stage in detail.

The Instructive Phase

The instructive phase is the first important stage in capacity building. In this phase the challenge for management is to establish an effective foundation for enabling transformational leadership. When building an organisation, the groundwork needs to be laid out and understood (Boldon, Petrov and Gosling, 2009) before idealised influence, inspirational motivation, intellectual stimulation and individualised consideration can become effective. The instructive phase is about setting out the mission, including the required goals and tasks for the workforce. Wright et al. (2011) explain that 'transformational leadership theory emphasise[s] the importance of clearly articulating an organisation's goal as part of the process of inspiring and motivating employees' (p. 108). This requires a clear organisational structure and an understanding of the task's requirements. In addition, expectations need to be communicated about the fulfilment of tasks, and benefits need to be identified for doing the tasks in the correct way. This calls for managers to become guides and to motivate their workforce in the direction of established goals by clarifying

role and task requirements (Robbins and Judge, 2009). Bass (1997) calls for contingent rewards in the integration of the mission and of goals through a clear understanding of what needs to be done and the establishment of a clear pathway from effort to performance. Contingent rewards are essential in order to achieve a positive outcome. For example, teachers who deliver lessons that are in synchronisation with the college's mission and who are achieving the required teaching standards should be recognised by their managers. This behaviour needs to be reinforced by means of positive comments (the reward) in order for it to continue. Knowing when to take action with regard to both rewards and discipline is an example of applying transformational leadership in the instructive phase of building towards the mission. This means that management needs to become aware of when, whom and how to praise, or whom to address when something does not run smoothly or according to plan. This kind of leadership is necessary in the instructional phase but not recommended when moving to the next phase, since relying permanently on contingent rewards might result in the creation of an ineffective organisational culture, as under such leadership staff might become accustomed to transactions (rewards, bonuses, awards, etc.) in compensation for their work (MacGregor Burns, 2003). They thus might not take ownership and develop a shared purpose and values consistent with the organisation, and might become mere order takers who just follow the instructions of managers. This would narrow down the chances of creating a culture in which community members show proactive behaviour and take charge of the situation because they feel trusted by and/or attached to the organisation. Establishing the instructive phase is necessary for people who are insecure about what they are supposed to do, since they need clear instructions and guidelines. The goal is to make them comfortable in their workplace and provide them with a foundation for good performance.

In the instructive phase, the role of the manager or principal is to make sure that the mission and the work processes that lead towards its accomplishment are understood, and that people act accordingly. In this phase the manager roles are to

insist on attention to results, start conversations, solve difficult problems, challenge assumptions, confront incompetence, focus work, establish structures and processes that engage colleagues, teach about new practices, and articulate beliefs that eventually get woven into the fabric of the school (Lambert, 2005, p. 63).

When building school capacity in this phase, clear, consistent and focused strategies are needed (Joyce, Nohria and Roberson, 2003). Clarity is achieved by means of the simple and effective communication of expectations that are put in writing and understood by all the organisation's members. In this phase, the burden of initiation is on management, who need to give their full attention to making the mission statement a tool for building capacity. This phase calls for the additional requirement of strategic and task-focused management by utilising formal power, also referred to as authority given by the organisation (Mullins, 2007). The instructive phase is about the use of authority. Authority allows management to make decisions such as who is included or excluded in a team and how resources are allocated. The use of this power has a strong influence on the social structure, the behaviour and the actions of people within the organisation. Authority allows management to influence the structure and task-focused behaviours in an organisation. When applying authority, Gooding (1996) refers to the importance of establishing a clear direction. The mission statement is the tool for providing that direction; consequently, it should be used in combination with authority to drive the organisation. Establishing clarity to avoid ambiguity and ensure consistency in daily work by using formal guidelines and procedures in a written form is essential in the instructive phase.

One of the major goals of managers in this phase is to enhance the belief in their followers that they can prevail and be successful, i.e. what psychologists call 'efficacy' (Rooney, Gottlieb and Newby-Clark, 2009; Sagor 2000; Schermerhorn et al., 2004; Strauss, Griffin and Rafferty, 2009). In this phase, self-efficacy occurs under conditions in which direction can be provided, along with good communication that establishes task-focused behaviours. Having self-efficacy will boost the confidence of the employees and make them feel like winners. It will also encourage the whole workforce to do the same, since in our basic instincts we all want to be winners. This requires managers to make all expected tasks measurable, and to set deadlines for this as far as possible. In addition, the manager needs to follow a control cycle that monitors processes, checks and controls the stages of the process, and provides the faculty member with feedback at each step. Sagor (2000) proposed that having efficacy is probably the most salient difference between the faculties at effective and ineffective schools, while Strauss et al. (2009) report that people with self-efficacy are more likely to be confident about taking new roles within the team and contributing to the wider goals of the organisation. Establishing efficacy and self-determination starts when management prepares the workforce to become successful, by providing clear guidelines and helping them to understand these guidelines. This can be done through the establishment of standard operating procedures in regard to quality, and teaching delivery, and the explanation and reinforcement of these standards and policies through training and development. When employees understand their job duties well they will be able to manage their work better and establish a working environment that can fulfil the school's intended mission. Therefore, the instructive phase in building capacity consists of becoming task-focused through management's application in driving its mission. Once the workforce members are clear on what their roles are

within the organisation, management needs to move on to the transitional phase as the staff have now been instructed and trained. We are talking about capable employees who understand what the mission requires. Because they have a shared purpose and values, these people can be trusted to take on challenging tasks.

The Transitional Phase

In the transitional phase, the manager gradually lets go by releasing authority and control, but continues to provide support and coaching as employees take on more responsibility. In this phase, the mission statement is implemented through establishing good relationships among the workforce. The idea behind this is to create a sense of community within a school that consists in pervasive values, enduring commitments, a sense of belonging, a feeling of togetherness and caring interactions among and between teachers, staff members, administrators, students and parents (Beck and Foster, 1999; cited in Ladd and Zelli, 2002).

In this phase, the leader starts to provide the group or individual with complete freedom to make decisions about tasks that are clearly understood, without any leader participation. The goal of this phase is to foster employees' feelings of being in charge and having control over outcomes. This creates a feeling of trust on the part of the employee towards his or her manager. Cosner (2009) adds to this by referring to social resources, especially collegial trust, as an important factor in the creation of school capacity building, since it allows for the willing exchange of essential information within an organisation. If managing this phase correctly, the manager makes a conscious decision to pass the focus of power to the teachers to allow them freedom of action in doing as they think best (Mullins, 2007). This can lead to more commitment to their jobs (Rooney

et al., 2009). Allowing the workforce to make decisions by themselves about work that is clearly understood is a good approach in creating an environment for capacity building since it establishes a healthy organisational climate that enables trust and effective teamwork between management and workforce, and also leads to a flexible and adaptable attitude towards the customer.

The High Leadership Capacity Phase

In the final phase, management takes a lower profile, focusing on facilitation and co-participation rather than dominance. Both task-focused and relationship-building components need to be addressed in an amenable way, as managers need to create a community in which the mission is understood and where collegial socialisation also occurs (Slater, 2008). Addressing both components and finding the right balance between them can also help management in the creation of a professional community consisting of organised human and technical resources (King and Newmann, 2001). By addressing both components, managers are able to generate an organisational climate that evokes a spirit of support and is conducive to motivating members to work willingly and effectively throughout the organisation (Mullins, 2007). This phase requires a flexible approach to leadership in which a consensus is sought owing to the recognition that there are multiple, equally valid viewpoints among the constituents; management will be able to share the leadership and create the ability to inspire a culture of empowerment, modelling and teamwork (Johnson, 2000; Slater, 2008). In this phase, issues are brought in front of people and their opinions are asked before decisions are made. Regular meetings will help in this phase of capacity building to maintain workforce commitment and participation, since new things come up and situations often change within a relatively short time. Regular meetings of democratic work

teams featuring discussion of work objectives, plus the leaders' commitment to coaching and quality work, are what enables capacity building. This involvement will lead to increased motivation, better internal communication about the direction, vision, mission and values of the institution, and to every faculty member knowing what his/her role is in the institution (Comm and Mathaisel, 2003). The crucial point here is to involve the workforce in setting goals and creating plans and processes for achieving these goals, and then putting them in writing for everybody to see and apply. To create a feeling of ownership in decision making it is necessary to have group discussions of policies and issues, encouraged and assisted by management. Through involvement in the whole planning and executive process, the workforce will understand the underlying principles of what management is doing, and why they need to go in a certain direction to achieve the mission. This involvement will enable the workforce to see the bigger picture. With clear and shared goals and policies the whole community will be brought together and high leadership capacity can be created from within by learning through a behavioural, cognitive and emotional process (Schein, 1990). Additionally, the feeling of being important to the organisation is enhanced when the workforce has a say in decision making. In this phase, it is important for managers to keep holistic ways in mind; that is, they need to see the complete picture, with the added benefit of finding solutions that satisfy the people involved and are also appropriate in pursuing the mission. Consequently, it is necessary for managers to know their workforce well and to look for strengths in individuals and build on them.

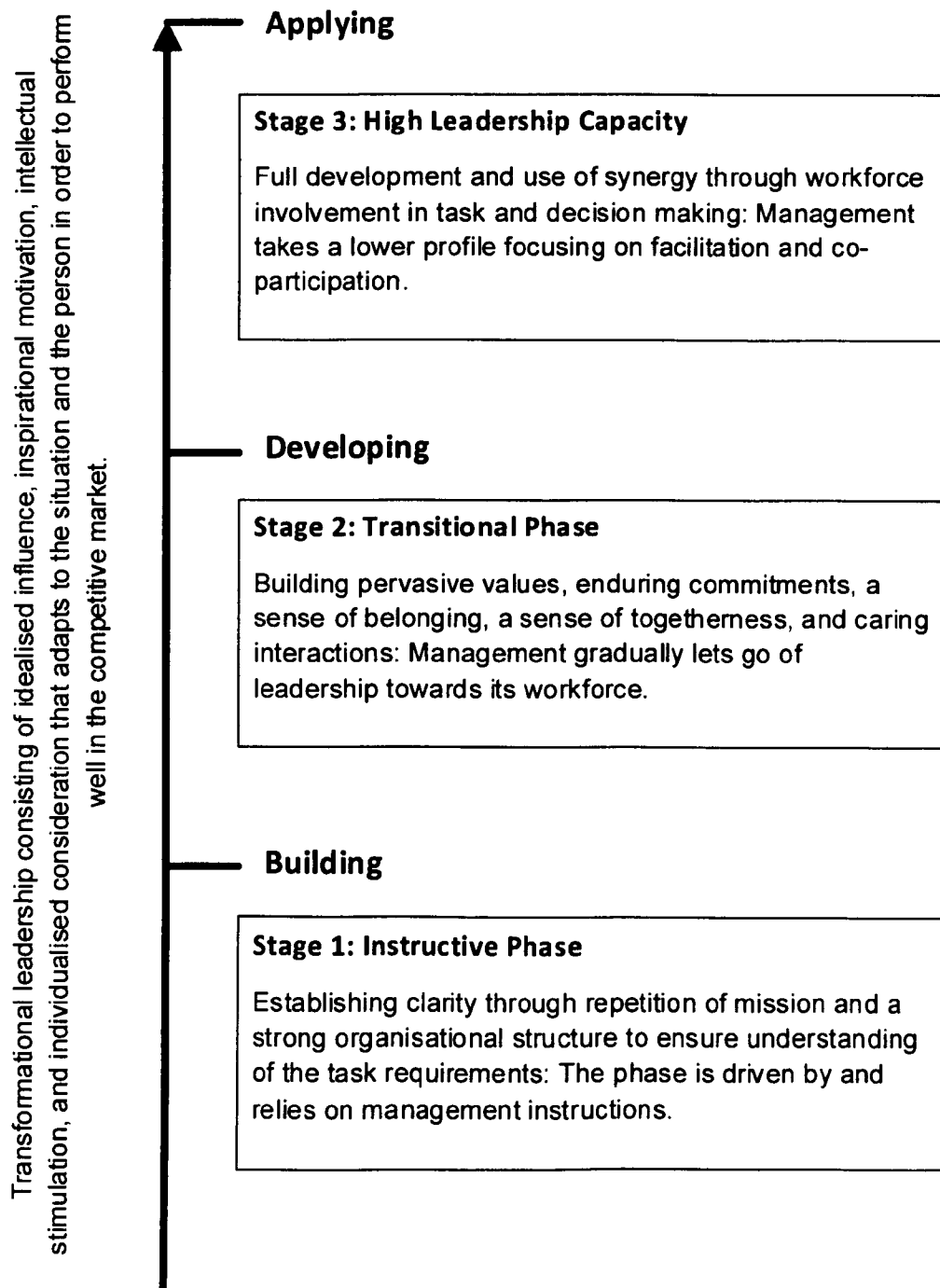
The mission can lead management through these three phases. The effect of a mission on an institution is to create an environment in which its workforce has a positive attitude that can be transformed into successful performance. Performance relates to how the customer personally

reacts to the employee (Joyce et al., 2003). For example, in an educational setting, good teaching performance would firstly mean that the students speak positively about the school. And, secondly, these students will be successful in their future working life because of the things they acquired, learned and improved in the educational setting. Working towards the mission requires managers to deliver and transmit cherished values, beliefs about best practices, and goals and plans for the present and the strategic future. This is crucial in creating a positive employee attitude within the institution, and, in turn, a positive employee attitude is vital for breeding capacity building (Joyce et al., 2004). Capacity building occurs when everyone in the workforce clearly understands what to do, and how what they do is linked to the whole organisational purpose.

As mentioned previously, capacity building takes place in an organisation that is flexible and adaptable and fosters a collaboration of all members to establish shared values, collegiality, empowerment and professionalism (Walker, 1994) in order to survive and grow if desired. Walker (1994) is not referring to a rigid, pre-established system or framework that is easy to follow; rather, he stresses the importance of a soft or human aspect when building a great organisation. Copland (2003) and Lambert (1998) support this perspective on the involvement of the whole workforce by referring to capacity building as the development of leadership through the broad-based, skilful participation of all members in the organisation's community. Leading the organisation towards capacity occurs in stages: stage one, the instructive phase, needs to build the understanding of the mission; stage two, the transitional phase, helps to develop the mission through dialogue and involvement; and the third stage, the high leadership capacity phase, leads to the implementation of the mission by applying it effectively, as understanding of the mission

and integration of the community are present. Figure 2.2 gives a summary and displays a suggested conceptual framework for building capacity through the organisation's mission.

Figure 2.2 - Incorporating mission statements towards capacity building



The diagram shows that clarity with regard to task, roles and goals needs to be established first when building capacity, as this will create consistency, and lay the foundations for the organisation. This is in accordance with Porter's (1991) suggestion that the act of achieving consistency of action across the organisation has been seen as crucial for competitive success.

Not only new organisations need to go through the instructive phase, but also organisations that are performing below expectations and struggling to survive. Clarity regarding the expectations of the role of each member needs to be constructed. I would suggest that an organisation in which:

1. every member understands what they have to do and what the organisation is doing, and
2. management leads the transformation in the right direction by incorporating its mission

has the potential to survive and grow. Only when the workforce is clear about tasks, roles and goals, and consistency is therefore achieved, can management focus on moving on to the second and third phases in establishing an organisation that performs well in the marketplace and maximises the potential of each of its members.

This theoretical framework could be used in building capacity. However, it needs to be tested.

The next chapter explains the methodology and research methods I have used to test this framework and the research questions outlined in Chapter 1.

Chapter 3 – Research Paradigm and World View

The purpose of this chapter is to explain the procedure for dealing with the research topic and to obtain information to answer the research questions within the chosen research paradigm, also known as the world view, which 'is an expression of your belief about the world as it should be' (Lindsey, Nuri Robins and Terrell, 2009, p. 100). The chapter discusses the world view or research paradigm and gives the perspective on which the study is based. It sets out the rationale behind my research approach, and explains the design and chosen strategy. Its purpose is to describe the ontological, epistemological, and methodological approaches selected by the researcher and further explain the research design, justifying the chosen research strategy and explaining any ethical issues that arose in conducting the research.

Novak (1998) explains that 'our worldview is shaped by our values and the emotional commitments we have regarding happenings in our universe' (p. 84). Therefore, the researcher attempts to understand facts that are fundamentally affected by the framework of his or her particular cultural and social background (Walliman, 2005). In the next section, I will try to explain my world view and how I approached the research in order to communicate my tacit understanding. .

Applied Research Paradigm and Methodology

I will be explicit about my own assumptions of reality (or my world view) in approaching the research and how knowledge is formed, as it is considered good practice to define the paradigm or world view used in terms of ontology, epistemology and methodology. However, this undertaking is not easy, as Mason (2002) claims:

Creativity and inspiration are difficult to pin down and attribute in these ways, and we should probably never be entirely confident that we have fully understood all the processes in our own practice that produced them. (p. 182)

Mason's (2002) claim might have been based on Polanyi (1974), as he explains that our understanding of the world is tacit, referring to a knowledge that we internally understand but which is not yet conveyed to the people around us. Consequently, we ought to make this understanding explicit. This requires that thought and speech/text become co-extensive in a sense in which the tacit component is the information conveyed in an easily understandable way. In this thesis, I will follow this practice and make my own position as transparent as possible (Burgess, Sieminski and Arthur, 2006) by first explaining the way I approached the research.

The research consists of 'what' and 'how' questions with the goal in mind of constructing a theory derived from the school members' language, meanings and accounts in the context of their everyday activities. Therefore, my intention is to establish a reality that consists of the shared representations of the members of the school. I will take into account the participants' views by discovering their feelings and beliefs and then ascertain the integration level of the members and how further integration can be developed. My goal is to get inside the participants' heads and understand them. Involving the participants in the research will help me to establish knowledge that is transferable to other settings. To increase the potential applicability of my research, I delineate the context and include the context of the action, the intentions of the participants, and the processes through which social action and interaction are sustained or changed (Blaikie, 2009). This information is necessary to make informed judgements about the degree and extent of

that fit in particular cases of interest, and it is crucial in allowing the search for similarities and differences between situations (Schofield, 2007).

My chosen research, which consists of knowledge created through a collaborative understanding between the researcher and the respondents, is known as a constructive ontology with a subjective epistemology (Denzin and Lincoln, 2005). Cohen, Manion and Morrison (2007) explain that, in constructive ontology, people live in a world of multiple realities where a fund of everyday knowledge is created by means of which we can typify other people's behaviour. A subjective epistemology is based on a perception of knowledge that is personally constructed by selecting activities and contexts that others can use to generate their own interpretations (Stake, 2010). Therefore, by following constructive ontology with a subjective epistemology – also known as constructionism – social reality varies from situation to situation, depending on how a person interprets the findings. Consequently, the truth comes in a variety of shapes and depends on what angle we see it from (Ely, Vinz, Downing and Anzul (1997). Blaikie (2009) explains that in constructionism:

[i]t is impossible for fallible human beings to observe an external world unencumbered by concepts, theories, background knowledge and past experiences, it is impossible to make true discoveries about the world; all social enquiry reflects the standpoint of the researcher and all observation is theory-laden. (p. 95)

Simons (2009) advises the researcher to make the 'self' more transparent and to monitor its impact on the research process and outcome. When the researcher includes full information on and involvement of the participants in the study, a social reality can be constructed that reflects not only the researcher's standpoint but also that of the whole community. The involvement of the participants will result in establishing contact with the hidden reality in each participant and

Page 74

consequently make the research objective (Polanyi, 1974). Therefore, this study's intention is to construct a social reality within an organisation, taking into account how different people interpret and apply the theme of the study, which is the organisation's mission. To construct social reality in this approach, the values embodied in the organisation need to be discovered through an analysis of language and meaning (Cohen et al., 2007). In other words, I try to construct meaning through the multiple perspectives and voices of the participants. Social reality becomes more than a product of the members (Blaikie, 2009) of Les Roches Jin Jiang College, and my task is to present their views through my interpretations to give this research its truth (Ely, et al., 1997).

The methodological approach used in this research is a case study. Yin (2009) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not immediately evident. Simons (2009) explains that the goal of case-study research is to find what is singular, particular and unique about the phenomenon. In this research, the contemporary phenomenon of investigation is the integration of members within an organisation by its mission. A case study is a detailed study using a variety of methods over a period of time, with a special focus on a single entity. According to Blaikie (2009), using this method allows the researcher to obtain a detailed view of social phenomena. The provision of detailed knowledge is important in drawing conclusions from a case study. The aim of using case-study research is to develop a theory or a finding that can be transferred to or applied in other similar situations.

Research Strategy

Qualitative Means

The application of a constructive ontology, a subjective epistemology and a case-study methodology relies primarily on human perception, interpretation and understanding and requires research to be carried out by qualitative means (Creswell, 2009). 'Qualitative means' is a systematic and empirical approach to answering questions about people in a particular social context (Locke, Spirduso and Silverman, 2007). Qualitative inquiry relies on the production of individual knowledge (Stake, 2010) in which the criterion of transferability becomes important (Denzin and Lincoln, 2005). To produce individual knowledge and incorporate transferability, qualitative inquiry views reality as situational and as a human construction. Individual knowledge encompasses the uniqueness of a case in its time and in its own place, and how it works (Stake, 2010). Researching by means of qualitative inquiry requires the researcher to describe this uniqueness and discover what is true about the individual case. A clear description of the unique case allows readers to make a judgement about its transferability to their own setting. In this regard, Gomm, Hammersley and Foster (2000) explain, 'Readers of case study reports must themselves determine whether the findings are applicable to other cases than those which the researcher studied' (p. 100). This means that it is up to the user to decide whether transferability is possible. However, transferability requires that the user clearly understands the social context of the case. The researcher needs to give 'thick descriptions' in order for the reader to understand the social context. According to Blaikie (2009), thick descriptions are defined as detailed, profound and clear descriptions that emphasise the experience of the respondents studied (Stake, 2010). If the researcher provides enough thick descriptions, it is possible for the reader to make judgements about using the findings in other settings. I will take on the role of 'faithful reporter' to

ensure thick description and good qualitative research. According to Blaikie (2010), the aim of a faithful reporter is to report a way of life by allowing the research participants or respondents to speak for themselves and present their points of view. However, it is necessary for thick descriptions to be in line with the qualitative inquiry, and to be consistent with the applied ontology and epistemology.

Abductive Research

In order to answer 'what' and 'how' research questions as a faithful reporter, Blaikie (2009) suggests the use of an abductive research approach, which involves constructing theories that are derived from respondents' language. The abductive approach incorporates primary data by the collection of meanings and interpretations that people use in their everyday lives. In this approach, respondents have to teach the researcher how they understand their world or, in other words, what they use to make sense of it. The case is conducted in a semi-natural setting that involves asking individuals to report (a) on their own or other people's activities, attitudes and motives; (b) on social processes; and (c) on institutionalised practices. My goal is to discover human thoughts, emotions, feelings and actions on the mission of Les Roches Jin Jiang College. Quite often, respondents provide lay concepts that are somewhat vague, since information provided on the basis of feelings and emotions has not been properly reflected on. So I achieve my goal by changing this possibly quite vague information into the construction of a theory that is easier to understand. In this I become an 'interpretive bricoleur', who produces qualitative work through pieced-together representations and material that is believed most appropriate (Denzin and Lincoln, 2005; Ely et al., 1997).

When applying the abductive strategy, I will bridge the meanings that respondents use in everyday activities and the meaning that the social researcher must attribute to these activities in order to produce an adequate theory (Blaikie, 2009). The research in this approach becomes a dialogue between data and theory, mediated by the researcher, wherein data and theoretical ideas are played off against one another in a creative developmental process. The goal for me is to analyse the complex viewpoints of the respondents and discover regularities in the data (Creswell, 2009). The objective in answering the research questions is to explore and explain patterns in events through the collection of appropriate data, and then to produce descriptions based on them.

Triangulation

An important feature of any research project is an explanation of what gives the project its truth. As mentioned previously, in this project the truth depends on the views of the community members as seen through my interpretations (Ely, et al., 1997). However, I try to make sure that the views of the community are represented correctly and the data is not presented too simplistically. Triangulating helps to increase my confidence that I have interpreted these views correctly through a cross-check of the data collected from different stakeholders by different research methods. Such corroboration of the data gives the researcher the chance to see things from a different perspective and consequently enhances the validity of the data (Denscombe, 2010). This helps to increase confidence that the outcome has consistency and reflects reality. In order to triangulate in this project, I will compare and contrast data received from management, employees and students. This is done by means of a comparison of data collected by the research-gathering tools of interviews, focus groups and questionnaires. The benefit of this triangulation is to enable the confident transfer of the case's results to similar settings. However, I would like to

emphasise that the data is still represented from my perspective in this specific case, and that consequently reality cannot be guaranteed, owing to the multiple perspectives and meanings in the world (Ely, et al., 1997).

Ethical Issues

Ethics is how we behave or should behave in relation to the people with whom we interact (Simons, 2009). The requirements of ethical conduct are case-specific, since each case differs with regard to what is researched, where it takes place and who is involved. However, there are a few general principles on which most researchers would agree: (a) voluntary participation by obtaining informed consent; (b) the right to withdraw from the study; (c) the protection of research participants; (d) the assessment of the potential benefits and risks to participants; and (e) ensuring that no harm is done by the research (Silverman, 2010). I will obey these principles by ensuring that my research is done *with* people rather than *to* or *on* them. Consequently, I will make sure that people have a clear understanding of my intentions and methods. In addition, in social research, information is sought from people who regard information differently according to their varied understandings. They may not share the same conceptions, as they may have a different way of structuring their world. Therefore, a consistent dialogue with the participants will establish similar understanding and obtain informed consent. Informed consent involves providing full information about the possible consequences and dangers; it addresses the participant's right to freedom and self-determination (Cohen et al., 2007). The first step towards obtaining informed consent was to get permission from the president of Les Roches Jin Jiang College to conduct the research (see Appendix D). Thereafter I ensured that all participants fully

understood the nature of the research project so they could freely choose or decline to take part in it.

I believe that the challenge of having the right to choose to participate freely was met by capturing prospective participants' interest in my study. To do this, I emphasised the benefits of participation by explaining that the study was for research purposes but could also be used to enhance working practices. In addition, data was gathered in an anonymous way. One reason why the president agreed to the research was that the findings might be beneficial to the organisation in that the feedback might provide information that is crucial for the college's improvement.

I see my role as dean of the college as the biggest obstacle to producing valid information and conducting the research in an ethical manner, as participants might feel obliged or even coerced to join the research. The associates might be confused about my sudden role as a researcher and may not cooperate in an honest, open way, as they might feel threatened or anxious about being open and possibly saying the wrong things. In addition, Miller and Bell (2002) elucidate that gaining informed consent is problematic if it is not clear what the participants are consenting to. The precise nature of the participants' consent might become clear only at the end of a study, when the researcher's impact on shaping the study is visible. To overcome this concern, I will clearly explain the purpose of the research and its risks and its benefits and that they have the right to withdraw, describe the procedures of the interview, and answer any questions they might have. Cohen et al. (2007) state:

Researchers must take into account the effects of the research on participants and act in such a way as to preserve their dignity as human beings. They need to be responsible to the participants and should never lose sight of the obligations they owe to those who are helping. (pp. 58–59)

Another ethical issue related to the validity of my qualitative research is avoiding manipulation of my findings. When collecting data, I tried to detach myself and ensure that I was acting as a researcher and not as dean of Les Roches Jin Jiang College. My goal was to take on the role of 'faithful reporter' and combine this with what Drucker (1998) calls being a 'bystander' when collecting data (p. 1). Drucker (1998) explains that bystanders are on the stage of a theatre but are not part of the action. They understand the play well but see things differently from the actors.

As a bystander and faithful reporter, I collected information by using both reflective and reflexive methods. Reflection refers to a process of stepping back from the experience to process what it means (Coghlan and Brannick, 2005), while reflexivity includes not taking the researcher out of the research process (Rowan, 2006). Cohen et al. (2007) suggest that 'reflexive researchers will be acutely aware of the ways in which their selectivity, perception, background and inductive processes and paradigms shape the research' (p. 172). In this sense, the research was attuned not only to the activities of the observed but also to his/her own presence in the setting and the effect that this might have on what is being observed (Pole and Lampard, 2002, p. 78). Hellowell (2006) argues that we need to be conscious and consider our own positions when conducting research. This seems to be especially important in this case since, as dean of the college, I had insider knowledge that was of use in interpreting the gathered data. However, I needed to do this in a constructive and reflective manner. This required empathy with the participants, to see the context also through their eyes. I implemented reflection and reflexivity by being discreet, asking open-ended questions and carefully listening to and recording what was said. I also considered my own role when generating data; that is, to make the participants comfortable and allow them to

express all the ideas that come to mind when addressing my questions in order to gain a wide picture of the context and material discussed. This is in accord with Coghlan and Brannick's (2005) suggestion that researchers should build relationships and trust with all people, even if they have different perspectives or points of view. As Locke et al. (2007) state, '[p]roviding a respectful, non-judgemental ear to participants' accounts of their experiences can have important value as a return for cooperation' (pp. 33–34).

To assure confidentiality and anonymity, all focus-group participants (see Appendix E), all interviewees (see Appendix F), and all respondents to the questionnaires (see Appendix G) were coded as F1, F2, . . . , I1, I2, . . . , R1, R2, etc. instead of identifying them by their actual name. Only senior management (president, vice-president, and CEO) were exempt from this practice. These three people were referred to by their position rather than their name or a code, in order for the reader to clearly see that the origin of this point of view is management.

Initially, I also wanted to ensure anonymity to the college by giving the institution a pseudonym. However, after some consideration, I decided to give the real name of the college. This was firstly because I had official permission to conduct the research, and secondly because there was no possibility anyway of hiding the institution's identity since I had to refer to the school when giving its mission statement. In addition, I needed to talk about my role as a researcher, which involves my function within the college. Consequently, it is extremely easy to find out which school this case is dealing with.

Student names in the student satisfaction survey undertaken by the college were already anonymous. The online service 'surveymonkey.com' assembles the answers to each question without knowing who said what. Therefore, I just refer to the comments in general ways (for example 'a student said', 'as stated by a student', etc.)

In addition, some direct quotes have been deleted or modified by.... or [] symbols in order to limit clues about who could have given the statements. Information other than what is needed for my written texts will not be made public.

Research Methods

When applying the case-study method, the importance lies in combining and analysing data to produce evidence collected from several research methods; this enables triangulation to ensure transferability to other cases (Yin, 2009). To employ a methodological triangulation, this case study compares focus-group data collected in the initial study with data gathered from interviews and questionnaires, and data assembled by analysing documents.

Initial Study – Gathering Data from Focus Groups

The initial study tried to discover the view of each participant in a group setting about building capacity and the methods required to build capacity in this college. In order to achieve this, I came up with questions that relate to them as teachers, since the term 'capacity building' might be confusing and thus could not be used directly. Therefore, to encourage the faculty and help them to better understand the purpose of my research, the questions for data gathering were put into the context of generating ways to improve the college. The purpose of the research activity was

not only to gather data for my thesis but also to give each teacher a voice and obtain as much input as possible from the faculty, which can be used in enhancing the college.

The initial study took place on 25 August 2009 during the college's faculty development week. Since the college teaches one specialist field (hotel management), it consists of only one faculty. Therefore, the term 'faculty' refers to all the teachers in the college. At the time of the initial study, the faculty was composed of twenty-one full-time members and one part-time member, who were split into two focus groups. The development week is mandatory for all full-time faculty members of the college as it helps them to prepare for the next semester through training and meetings. It takes place a week before the students return to their studies. Consequently, the whole faculty of the college participated in the initial study except the one part-time member. Groups were split randomly. The data gathering was conducted through the process of 'metaplanning' (see Appendix H), which combines a disciplined systems approach with the elements of freedom associated with brainstorming (Davies, Osborne and Williams, 2002). Vogt (2008), a consultant on establishing shared and integrated missions with companies, has successfully used metaplanning dozens of times. He says that the process is 'engaging, intuitive, and fun, and consistently creates results in record time' (p. 14). I experienced metaplanning in an Open University workshop in early 2009 and found it to be an effective means by which a focus group could gather qualitative data, since it allowed and encouraged the active participation of the faculty and required each member to reflect on the questions posed. In this process, each participant wrote down his or her major ideas before sharing them with other group members. The sharing of ideas was made on a common platform, such as posting on the whiteboard, where everybody could see them. This was followed by an interactive discussion among all participants in which they attempted to find consensus by

grouping the ideas into themes and naming them. Sharing the messages encourages useful discussion that helps to clarify the findings of each member and ultimately leads to a mutual representation of the findings of the group. For example, as an illustration, one group, after posting their idea on the board when asked about the requirements for becoming a good teacher at Les Roches Jin Jiang, created five themes, one of which was entitled 'knowledge and experience'. Afterwards, they gave this theme thirteen importance points. The conclusion is that this theme seemed to be the most in significance, since it had more importance points assigned than any other theme mentioned.

Vogt (2009) and Appendix H describe in more detail the metapanning process that was used to conduct the focus groups. In addition, Appendix H shows pictures illustrating how the focus group was conducted, the themes/categories of the findings of each group, and the transcript summary of the findings.

Through the method of 'metapanning' mostly qualitative data was collected since it represents reflection on perceptions of each participant. However, by grouping the findings and sharing ideas the technique has the advantage of creating shared findings and also of providing a certain quantification of the data, showing the importance assigned to each theme.

The objective of the focus-group method was to obtain an overall shared picture of the current state of the perceptions of the faculty within the institution, to determine differences of opinion, and to highlight agreed positions within each group. In addition, by having two groups in the application of this research method, a correlation of data was possible. The purpose of

establishing a correlation between the two groups was to ascertain whether both groups came up with similar findings, which would provide a shared view on the concept of and requirements for capacity building. The metapanning approach in conducting the focus groups was intended to capture the relative importance of various factors and the way these factors interact. In addition, it offered a way of recording and collating data that can be used for analysis. The finding of the initial study revealed that the necessary component in this process is school integration and I will discuss this idea in more detail in the next section.

Main Study – Overall Approach

Since integration can be variously defined in terms of communication, satisfaction, teamwork, the feeling of belonging, self-esteem within an organisation and more, I needed to find an anchor or starting point from which I could conduct my investigation. Through reading and discussion, I found that missions guide the development of integration leading to capacity building and decided to develop my research questions around the school's mission. My aim was to assess people's attitude towards its mission, especially people who understand Les Roches Jin Jiang's community well. As the main information-gathering tool, I decided to conduct interviews with people who have been with Les Roches Jin Jiang for more than two years. Interviewing is a powerful data-collection technique in which the researcher tries to understand humans by means of active interaction (Fontana and Frey, 2005); it has the advantage of providing detailed data. This is particularly important in this case, as the research questions included a few complex discovery or 'how' questions. As Yin (2009) explains, 'how' questions require a variety of evidence owing to their explanatory and complex nature. Interviewing a number of people can help to make the findings more explicit. In addition, I corroborate the collected data by using questionnaires and

Page 86

analysing documents, i.e. student satisfaction surveys. The questionnaires were used to manifest the findings from the interviews in order to increase my confidence that the outcome reflected reality in answering the research questions. The questionnaire was designed to have a mix of closed- and open-ended questions (Thomas, 2011). The closed-ended questions were used to provide patterns, while the open responses helped in getting deeper insights in order to assess and support the interview findings. While the interview was held with a limited number of people, the questionnaire covered the whole workforce of Les Roches Jin Jiang College and consequently included employees who had joined the college recently. The goal of analysing documents was to get to the students' point of view about the extent to which the mission is incorporated at Les Roches Jin Jiang College. This has been supported by Hancock and Algozzine (2006, p. 52), who explain that evidence taken from documents already generated by the organisation 'provide a rich source of information with which to augment data collected through interviews'. The documents used consist of past satisfaction questionnaires given by the college to students.

My goal was to gain an all-around perspective from students, staff and management within the college.

Gathering Data by Conducting Interviews

The primary data-gathering tool for the main research was the interview. Interviewing offered the advantage of getting into an actual interaction with people and allowed the generation of insider data. Cohen et al. (2007) explain that interviews enable participants 'to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view' (p. 349). Hearing their point of view helped me to better understand and

explain the complex nature of the individuals' assumptions and perspectives on the school's mission. According to Schein (2010), 'deeper levels of shared tacit assumptions may only reveal themselves in actual interactions' (p. 176). Schein (2010) suggests that we try to understand the perceptions and feelings that arise in critical situations by interviewing regular members or 'old-timers' to get an accurate sense of the deeper-level assumptions that are shared within an organisation or a group.

Thus I interviewed some 'old-timers', consisting of staff who had been employed at the college for more than two years. They were present in the organisation before I arrived, or started at approximately the same time I did. This was quite a large group: twenty-six of a total of sixty staff members from different departments and different hierarchical positions, including senior management, in the college (see Appendix F). This sample helped me to obtain an overall perspective regarding school integration and to achieve objectivity in my findings. I found that conducting interviews with such a large number of people was valuable as it helped me to overcome several obstacles, as will be outlined below. All the participants agreed to the research when I informed them of its nature – that is, a case study to earn my doctorate, with the intention of analysing the college by considering their perspectives, which could lead to improving the college and also be used in other educational contexts. The nature of the research and the requirement of voluntary participation were repeated at the beginning of each interview, with additional instructions provided as outlined below.

The interviews were conducted over a period of two months from February to April 2011. In order to reduce distractions and facilitate more open and personal communication, I used a quiet

office without physical barriers. I ensured that phones were off the hook, the temperature in the room was regulated, and desks were removed between the interviewee and the interviewer. With such a setting, I aimed to ensure that no communication barrier existed and people felt relaxed. Interviews were conducted in a loosely structured format by employing the 'oral history' or 'life history' technique. This consists of asking questions about participants' past and present experiences in the college, allowing them to recount aspects of their lives, perceptions of the process involved, and changes they have seen (Blaikie, 2009; Pole and Lampard, 2002). The technique also provided me with a good understanding of the interviewees' perceptions of the school's purpose and gave me the opportunity to determine whether there was a central theme that was consistent with the proposed school mission. In addition, it allowed me to discover premises other than the mission that are also central to building capacity. Concerns when conducting the interviews were discovering the interviewee's point of view and adopting a flexible approach with open-ended questions (Mason, 2002). Cohen et al. (2007) explain that open-ended questions have the advantage of being flexible, allow the interviewer to probe so that s/he can go into more depth if needed, and are useful in clearing up any misunderstandings.

All interviews were carried out purely in the English language except for six (I15, I19, I21, I24, I25, and V-P) where I needed the help of an interpreter owing to language constraints. The interviews followed a semi-structured format and employed informal discussion that was topic-centred – explicitly on the mission of the college. In order to make the discussion lively, I tried to avoid using the term 'mission'. This term is rather theoretical and abstract, as outlined in the literature review, since it can refer to several elements, such as purpose, strategy, values, standards and behaviours (Campbell et al., 1990). Therefore, the preparation of the interview included breaking down the

term 'mission' and the research questions into themes and the development of an interview schedule (see Appendix I). The interview schedule was a list of themes that served as a reminder of what I intended to cover (Thomas, 2011). It included some standardised questions and sections/topics that were addressed in all interviews, thus making the interview semi-structured. The intention of the schedule was also to help me stay focused, identify possible themes and shared ideas, and construct a framework for the interview when analysing and reflecting on these questions.

However, when interviewing the first couple of people, I experienced major difficulties with the schedule because I followed it too strictly. I unintentionally made the interview more structured, with the consequence of not being able to penetrate deeper into the substance and generate natural insider data by discovering attached feelings and emotions. I realised that I had gone into the interviews with a rigid assumption about what was important and essential to my study and had stayed quite closed-minded by neglecting peripheral events. Ely, et al. (1997) address this issue and suggest:

the danger in entering the field with a narrow focus is that the researcher may have closed off the possibility of being surprised by whatever else is there to be noticed... It is our position that even if researchers expect, hope, to arrive at a particular close focus, the study will be much richer if they are able to put such expectations aside for a while. (p. 237)

In addition, I felt that some people were a little anxious about talking into a camera, even though I informed each participant before the start of the interview about:

- my role as an objective researcher in keeping everything strictly confidential;

- the goal in finding and writing about emerging themes that could be used in other settings;
- the use of the camera to transcribe the interview and the fact that the text would be sent to them later to ensure its correctness.

Despite my explanation, a few interviewees still felt uncomfortable, as they perceived a risk in talking about their feelings and opinions about their workplace. This perception of risk might have been increased by a lack of trust in me. The missing trust might have been due to the authority given to me in my role as dean of the college, or to professional differences that had occurred in the past. This concern was mentioned in the ethics section of this thesis. I felt that some interviewees were unable to make the switch between my role as a departmental head and my sudden appearance as a neutral researcher. I sensed that some interviewees might have provided me with more thorough information about their feelings and emotions to do with the organisation. To them, I was an insider in a powerful position, and revealing their innermost thoughts carried a certain risk for them since I gained awareness no matter whether I promised to keep it confidential or not.

However, in many interviews I succeeded in getting the interviewee involved and at ease. In difficult interviews, I was able to obtain further data through careful probing or by repeating the question later in a different style or manner. The probing consisted simply of follow-up questions or remarks, such as, 'I am not clear on that; can you explain more?' or 'Can you give an example?' Generally speaking, I made the interview more 'loose' and followed the advice provided by Pole and Lampard (2002) about starting the interview gently with introductions and some general and positive questions (such as 'How long have you been working at the school?', 'What do you like about the school?', 'What do you think the school is doing well?', etc.) before tackling difficult and

central issues (such as their level of comfort in the school, how the school could be improved, how they described the school environment, or what they saw as the main purpose of the school).

In addition, if an interesting topic emerged, I decided to stay with this theme by following up with additional questions (such as 'Can you elaborate on this?', 'Can you provide an example/describe a situation where this has occurred?', or 'Why do you think this is?'). Mason (2002) referred to this as a narrative approach, focusing on events and situations that have taken place when discovering a context that needs to be brought into focus. In using this approach, the researcher poses follow-up questions to generate clarity and understanding when an interesting, research-relevant event or situation has been discovered during the interview.

By using a gentle introduction and a loose interviewing style, I not only made the interviewees feel more comfortable and at ease but also left a lot of room for them to steer the communication into areas into which they had insights and where they really wanted to open up and tell me about their experiences, emotions and feelings. I decided to keep the schedule completely out of the interview, as this ensured a more natural flow and more inside information.

One of the drawbacks of the application of a loose structure in interviews was ensuring the relevance of the data as well as controlling the focus of the interview. However, I let the interviewees continue and tried to steer them gently back towards the research topic of the mission in order to keep them relaxed. I found that this 'drifting-off' sometimes had a very positive outcome, as it resulted in some additional insights and actually led to the discovery of new and equally relevant information that even revealed an emerging theme. This was also experienced by

Cohen et al. (2007), who explain that 'interviewing people by open-ended situations can also result in unexpected or unanticipated answers which may suggest hitherto unthought-of relationships' (p. 357). Nonetheless, conducting twenty-six interviews provided me with a large amount of rich data, which helped to overcome the drawback of obtaining superficial data from some of the interviews by applying the guidelines too strictly, failing to get all the participants to relax, and sometimes drifting off the central theme of the research.

The duration of each interview was different, as some of them developed into active discussions with more insights and lasted for nearly an hour, while others were finished within twenty minutes, resulting in transcripts that ranged from three to twelve pages. The varying length of the interviews demonstrates that I was able to obtain the trust of and capture more inside information from certain interviewees, such as the president, the vice-president and some of the teachers at the college. Some were also willing to share natural emotions and experiences, since I was able to adjust my interviewing style in a way that made them comfortable. This resulted in many interviewees accepting and being at ease with my insider role. However, as mentioned before, some staff, especially from other departments, tended to be more cautious about providing me with critical information. The constraints created by the psychological acceptance or rejection of my insider role need to be considered when evaluating the research findings.

My interviewees' command of English was another obstacle I had to overcome when conducting the interviews. They were Chinese natives who could not express themselves very clearly and comfortably in English. Therefore, certain interviews required a lot of patience and clarification with the participants in order to elicit meaning. Owing to these language constraints, I was not

able to conduct six of the interviews on my own, and required the support of my assistant to translate these for me. Having someone present in the interview as a translator might also have raised privacy issues, since the information was being shared with an additional person. However, my assistant is highly regarded owing to her professionalism and discretion within the organisation. In addition, she is from the local area and I actually believe that her presence helped me to get more information out of my Chinese colleagues. Owing to their limited English (and my limited Chinese), I was previously unable to have a natural conversation. The interviews in the presence of my assistant gave me a chance to have a personal talk with them. Obviously, the need for translation meant that the interview became longer. In addition, translation might pose a threat to the validity and reliability of the information produced if the viewpoint of the interviewee were misrepresented. Cohen et al. (2007) suggest that reliability is construed as dependability, since dependability strives to record the different meanings attributed to situations and events. Therefore, in order to ensure reliability through the use of dependability, there needs to be respondent validation (Cohen et al., 2007). I tried to ensure that respondent validation was established by sending the transcript to each interviewee or to my assistant, who would translate it and ask for feedback and clarification. After I received the agreement of each participant on the validity of the transcripts, I categorised and coded them (see Appendix J). The coding was based on the interviewees' responses to each question (Gray and Streshly, 2008). In order to assign themes, statements were analysed and summarised (Hancock and Algozzine, 2006). Plausibility was established by testing them against similar information from other interviews and from the detailed explanation received. In this way, common codes were identified and differences among participants were noted and understood.

Gathering Data by Analysing Questionnaires

A survey questionnaire was prepared in order to manifest the data from the interviews and also to support its findings with some quantitative data, as well as some additional qualitative data. The instructions for the questionnaire were given in both English and Chinese in order to establish clear understanding by all staff of the college. The questionnaire started by assuring confidentiality and giving reasons why filling it in would be beneficial for the respondent. Following this, respondents were asked to identify which department they were from. This was necessary in order to find out if there were any differences in perception between the different departments. The questionnaire was based on and developed according to the work of Bart (2004), who used this data-gathering tool by sending it to 339 large organisations when researching the link between innovativeness, company mission, employee commitment and organisational learning practices. The intention was to measure respondents' perception of the following categories:

- The reason employees are committed to the college
- The extent to which employees are committed to achieving the mission
- The degree to which employees learned and understand the mission
- The degree to which the mission influences the behaviour and actions of themselves and their colleagues
- The extent to which the leadership reflects and reinforces the mission.

To quantify the qualitative data in order to assess the degree or extent cited by the respondent, a Likert scale of 11 points was used, where 0 = Not at all and 10 = To the greatest possible extent. In addition, the question that came after the indication of department, which asked 'What attracted

you to [to this college] and keeps you committed?', was also quantified. This was done by giving the answers codes, i.e. 'support for mission' (M), 'passion for education' (E), 'passion for hospitality' (H), and 'other' (O). These codes could then be grouped in order to establish categories to measure attraction to the college.

Additionally, in order to provide some qualitative support data, the respondents were asked to give the rationale for their score, and to make suggestions for improvements that might induce them to give higher ratings in each category. Appendix K shows the questionnaire. The survey was conducted in February/March 2012 by distributing fifty-eight questionnaires to the full-time staff members. The response rate was 50 per cent, and responses were tabulated in an Excel spreadsheet in order to assess both the qualitative and the quantitative information from the questionnaire (see Appendix G)

Gathering Data by Analysing Documents

Both the performance appraisal documents and existing student satisfaction surveys were used to obtain additional data and to validate the information gathered from the interview, since the use of these already available documents was unobtrusive (Lawson and Shen, 1999). Such documents also have the advantage of having no impact on the behaviour of organisational members, as described with interviews. Looking at the performance appraisal documents was useful to see whether there was consistency in the evaluations of the whole workforce. The analysis of the student satisfaction surveys, on the other hand, was useful because the feelings of students needed to be considered when analysing the integration of the school. Students are the 'users' of what we teach, and are ultimately the source of funding. Therefore, it is important to ensure that students

feel integrated and happy within a school community. The student satisfaction surveys in this case provided evidence to verify the data from the interviews regarding the understanding and the application of the college's mission. In addition, the students' opinions gave another perspective that was used to ensure the validity of the research findings.

The first student satisfaction survey was conducted in May 2010, and was subsequently repeated every semester. It uses the online survey software 'surveymonkey.com' for students to answer all the questions directly on a computer. The college tried to survey the whole student population and had a relatively high cooperation rate, which declined a bit over time with 99 per cent (155 out of 156 students) in May 2010, 83 per cent (190/229 students) in December 2010, 73 per cent (162/222) in June 2011, and 75 per cent (200/266) in December 2011. The advantages of using the whole population and having a high cooperation rate are the enhancement of accuracy and the reliability of the scores. In this regard, Blaikie (2009) states, '[P]roblems of estimation are eliminated if a population is studied. As no estimates are required no levels of confidence need to be set; the data obtained are the population parameters' (p. 183).

The survey started by asking the 'Net Promoter or Recommend Question' (Reichheld, 2006; Owen and Brooks, 2009), stating, 'How likely is it that you would recommend the college to others such as your friends, family or colleagues?' The answer to this question was a score expressed by a Likert scale ranging from 1 to 10, which helped in establishing the Net Promoter Score (NPS) (see Appendix L, showing the draft survey placed on the online survey software). The NPS is based on the Golden Rule, which simply means treat others as you would like to be treated (Owen and Brooks, 2009), and links the Golden Rule with loyalty and true growth (Reichheld, 2006). It is a

metric or practical surrogate that can provide an overview of the general feelings and emotions the students attach to the college. Reichheld (2006) explains that the NPS efficiency rate is calculated by taking the percentage of customers who are promoters (P)– that is, people who scored 9 or 10 on the scale – and subtracting the percentage who are detractors (D) – that is, people who scored 1 to 6 on the scale. This equals the formula: $P - D = NPS$. The advantage of NPS is that it is simple and unambiguous and can help the college in interpreting the results and taking action (Reichheld, 2006). This method is widespread when measuring customer satisfaction, see for example Markey, Reichheld and Dullweber (2009), Martin (2011); and Wang, Kuo and Liu (2009);

When conducting the survey, the college follows up the promotion question by asking for the most important reason for the score the students gave. This data about the root causes of students' promotion and detraction of the college proved useful in measuring their integration within the college. In addition to the quantitative and qualitative information obtained by the NPS question, the survey also asked questions regarding the students' satisfaction with services such as teaching, food and beverages, career counselling, and student activities and operations. Again, some of these student comments provided valuable information to verify the information gathered from interviews as well as additional information regarding the integration of all members within the college community.

Chapter 4 – Data Finding

Introduction

This chapter contains the results that I obtained from my data collection. As explained in the previous chapter, data was collected through an initial study consisting of two focus groups and a main study consisting of interviews and questionnaires, as well as document analysis consisting of student satisfaction surveys. The findings are revealed in this chapter.

The research focuses on incorporating a mission to build capacity. Therefore, the research questions are developed around the college's mission, and it is consequently important to cite this mission. According to Les Roches Jin Jiang's(2011) website, the mission is as follows:

...to provide students with a world-class hospitality management education, preparing today the General Managers of the future. Les Roches Jin Jiang focuses on the strong output of our students, therefore creating successful individuals. It is all about the success of our students and graduates.

Our innovative and dedicated faculty strive to deliver the highest-quality learning environment while integrating students' social and career needs into the entire education experience.

Les Roches Jin Jiang's mission goes hand in hand with its strategy. This strategy consists of the concept of 'transformative education from young adult to young professional'. Basically, it serves as an abbreviation of its mission, and its short form makes it easy to retain.

The interpretation of the word 'professional' seems to be the key for a community member of Les Roches Jin Jiang to comprehend their mission, as there needs to be a common understanding of this term.

The concept of a 'professional' in this context has its roots in a survey conducted by Laureate Education, Inc., the parent company of the Les Roches brand. Laureate conducted a study within the hospitality industry to help it understand its role as a hospitality educator better. The purpose of this study was to measure the perceptions of hospitality industry experts, especially the people doing the hiring, of a variety of factors relating to graduates from Laureate's hospitality schools, which included the brands of 'Les Roches' and the 'Glion Institute of Higher Education' (also known in its abbreviated form as GIHE). Especially important was the finding on the required range of skills and character traits for a hospitality worker. This finding revealed that there were twelve characteristics that were important to make a person a 'professional' in the industry. These twelve traits consisted of:

1. Customer orientation
2. Positive attitude
3. Showing respect towards others
4. Being motivated and having a passion for their daily work
5. Being a team player
6. Demonstrating hard work
7. Being flexible and adaptable to customer needs and work tasks
8. Having a professional appearance

9. Seeing things to improve and acting on them by being proactive and solution-focused
10. Being organised
11. Having self-confidence
12. Being willing to do many tasks and jobs

(Appendix M shows the findings of this survey.)

These findings were crucial for Les Roches' desire to obtain guidelines for the delivery of its education. In line with them, Les Roches decided to establish a structured environment for learning, consisting of:

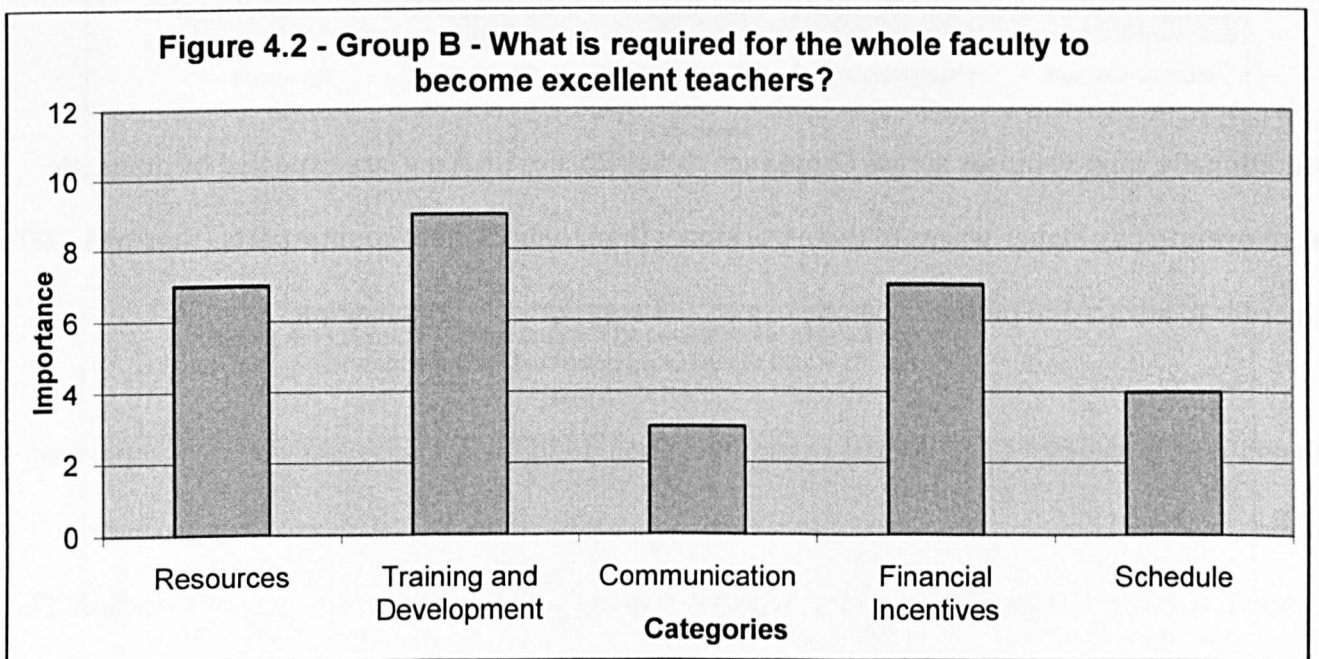
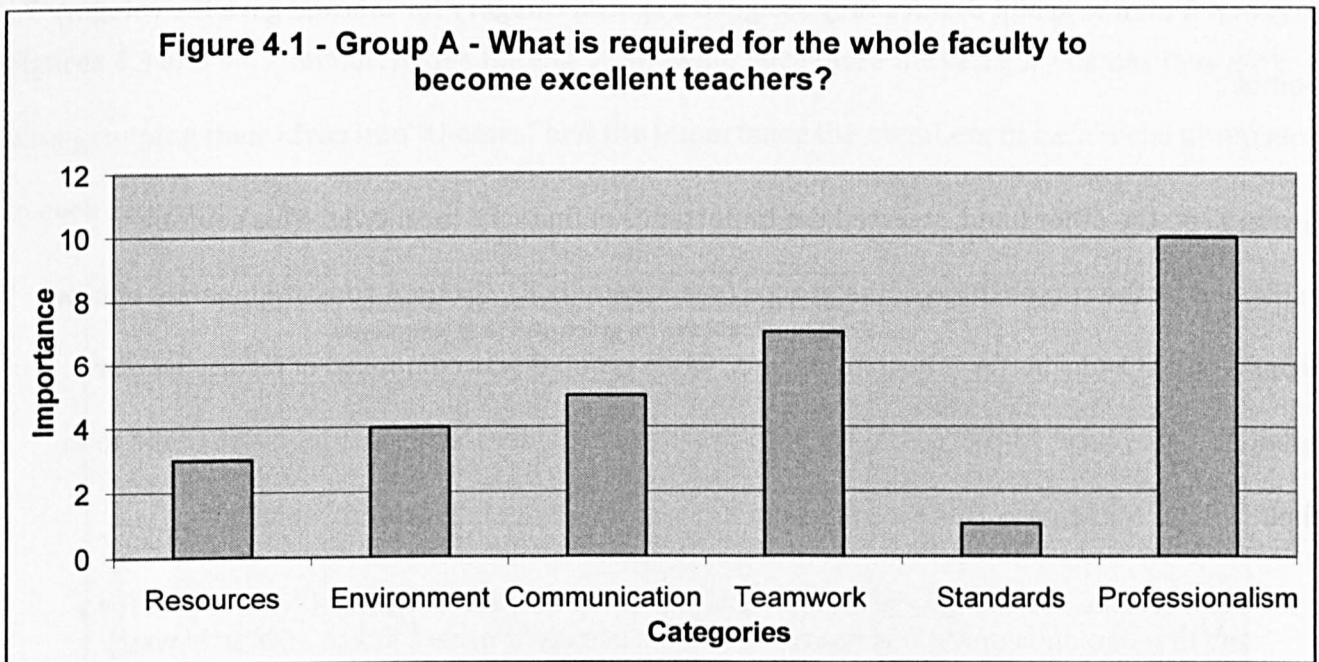
- Being international with regards to students and staff members;
- Having hands-on learning experience such as practical food and beverage and room-division instructions, as well as interactive teaching methods where many dialogues occur between students and teachers and different teaching methods are applied;
- Ensuring that each hospitality curriculum (undergraduate and postgraduate) includes at least one internship for students as part of its programme;
- Establishing progressive learning principles to enhance conceptual understanding consisting of integrated projects and giving reference to subjects across its curriculum; and
- The enhancement of life and soft skills such as proper etiquette and listening and negotiation skills, through the development of extracurricular activities such as a variety of student clubs plus the establishment of a behaviour points system that students need to comply with in order to get their certification.

The findings of this research by Laureate now form an integral part of presentations given about the college to potential students and staff and to current students and staff on a regular basis during recruitment and orientation activities. Appendix N shows such a presentation in 2010 from Les Roches Jin Jiang. It includes also a summary of some of the key findings of Laureate's study from 2005.

Initial Study Findings

The initial study served to find out what is needed to build capacity at Les Roches Jin Jiang College. As explained previously, it did this by asking two focus groups what they thought was required for the faculty to become excellent teachers and what support or conditions were needed for this development. The data in the following figures show the category names they gave after grouping their ideas into 'themes' and the importance the members in each focus group gave to each category.

Figures 4.1 and 4.2 summarise the finding of the first question of each group.



When comparing the findings of the two groups it was interesting to discover that both thought that the implementation of professional training and development was crucial in creating excellent teachers. Group B refers to this aspect as ‘training and development’, while group

A callsthis category 'professionalism'. The creation of effective teams seemed to be more important to group A than to group B, since they assigned a special category for this and gave the category 7 points.

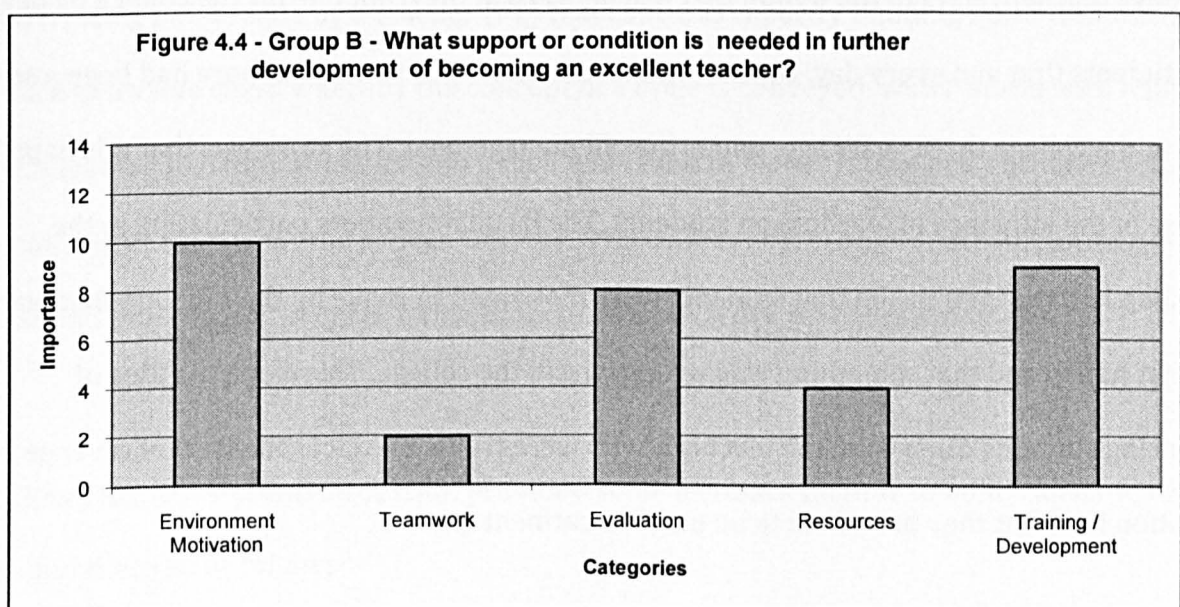
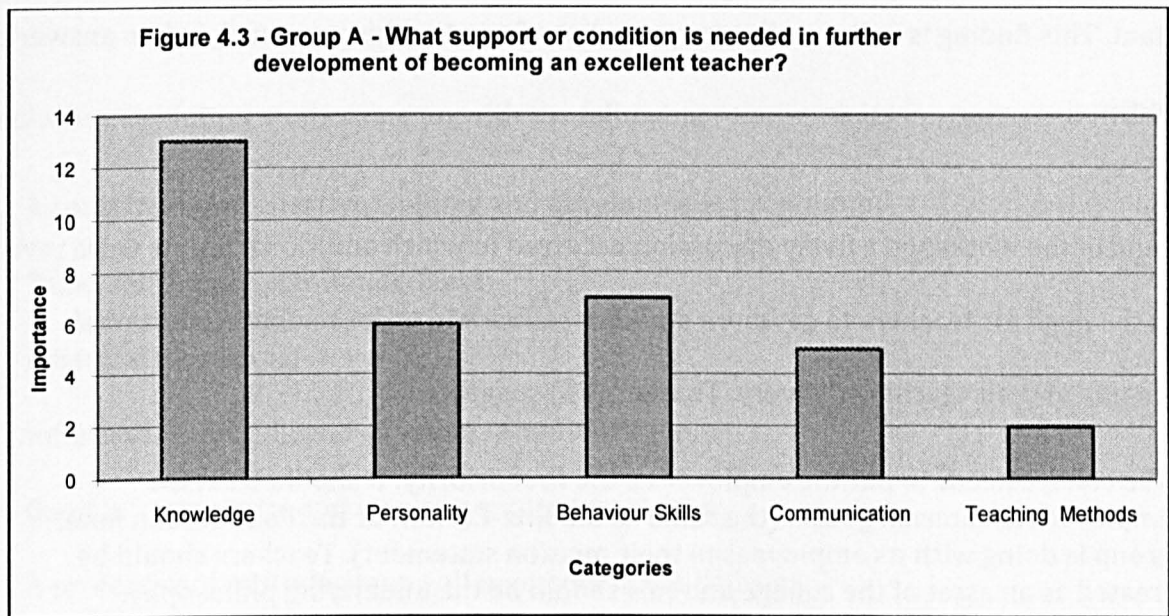
Group B, on the other hand, stressed the importance of financial incentives. This could be explained by the composition of the groups (see Appendix E). Group A consisted mainly of new members and had a better international mix, while group B was composed of faculty who are predominantly local employees. Local employees are considerably less well paid in China than their foreign colleagues. This is common practice in China as Meik (2009) explains:

Most foreign teacher salaries range between 8,000 CNY to 15-20,000 CNY a month for a job that demands only a few hours a day. This usually averages out to an hourly wage comparable to, or better than, what teachers are paid in the West. Most Chinese teachers, however, are lucky if they can get 2,000 CNY a month, even with a degree.

Additionally, joint ventures across China, such as Les Roches Jin Jiang, are expected by domestic employees to pay higher wages to their workforce than their Chinese counterparts (Bucknall, 2002) in order to attract and motivate people to join and stay with the organisation.

In addition, both groups agreed that communication within the organisation was very important, in particular between management and faculty. One of the issues of concern for the teachers in group B was the category of 'Schedule', which refers to convenient teaching time and location. The college needs to deal with this frequently, as its location is quite inconvenient. Its premises are one hour south of Shanghai by bus. Creating a good schedule seemed to be very important, especially for group B.

After the two focus groups finished part 1, question 2 was posed, regarding the support required. Figures 4.3 and 4.4 summarise this finding by showing once more the category names they gave after grouping their ideas into “themes” and the importance the members in each focus group gave to each category.



Again, we can see some major agreements but also some discrepancies between the two groups. Both groups agree on the importance of training and development and also on communication providing feedback (evaluation), but group A stresses this even more by separating it into four additional categories. These are: usage of teaching methods, strong personality, behavioural skills and subject knowledge. Group B thought that teamwork and a motivational environment were important. This finding is in line with group A, who referred to this previously when answering question 1.

At the end of the workshop a lively discussion occurred in which additional points were revealed, such as the need for teachers to get more student feedback in order to obtain additional assessments of their teaching delivery. Teacher (F5) suggested:

The college needs to put the employee as the first priority. It should treat the employees as internal guests (the same as the Ritz-Carlton or the Four Season hotel group is doing with its employees in their mission statement). Teachers should be treated as an asset of the college and this should be the underlying philosophy.

The above teacher refers to the notion that teachers are in the front line for the college by dealing with students first and every day. During the discussion it was noted that there had been a student strike at the college three years ago, under the old management. The story was that this happened because of the influence of teachers on students. The faculty members participating in the workshop had the impression that students were motivated to strike by their feeling that teachers were not happy and that something was wrong within the college. Therefore, the idea of influencing students came from the teachers, who were trying to exact some sort of revenge on the institution for what they perceived to be unfair treatment.

Other points that came up towards the end of the workshop included: good preparation by the teacher for class (F4), better understanding between all parties and in all power directions, i.e. students, peers and management (F8), and the importance of cultural understanding between people (F22).

In conclusion, the initial study came up with the following requirements for capacity building:

- A consistent and effective training and development programme;
- Team spirit and open-mindedness;
- Financial incentives;
- Information sharing and effective communication;
- Good infrastructure and working environment; and
- A professional attitude among all members of the college.

One interesting point made by a teacher (F7) that captures capacity building quite well was a reference to a value chain whereby the concept of a cycle is conveyed, which starts with happy teachers leading to happy students, and which will result in higher intake and enrolment of students, more revenue for the college, and the reinvestment of resources into infrastructure, benefits and other things in order to maintain or even improve teacher satisfaction.

In addition, the focus-group discussion provided some feedback on how to build capacity, which can be summarised as follows:

- Education incentives to develop the faculty continuously;
- Comfortable environment where teamwork and bonding occur;
- Trust in the faculty in order to build self-confidence and esteem;
- Recognition of good performance and appropriate allocation of financial incentives based on contribution and performance;
- Cultural awareness when dealing with people; and
- Passion for the job and the college.

The goal in the main study would be to investigate these findings further and consider these aspects in greater depth by having interviews with the whole staff and getting student feedback. This is also important since the above points represent group findings, which would probably be applicable to most of the group members but not necessarily in the same intensity or degree. In addition, the above points are interpreted through my own perceptions and therefore there is probably a certain bias present which could question these findings.

Main Study Findings and Comparison with Conceptual Framework

To present my findings, I will make each research question the heading of a section. Within each section, I will then present and summarise the responses from the twenty-six semi-structured interviews by means of narrative and figures. The findings of the interviews are then compared and corroborated with the findings of the questionnaires and with the students' comments retrieved from the satisfaction surveys.

Q1: What do Members of the School Understand about the School's Mission?

The goal of this question is to find out whether there is a sense of purpose or identity aligned to the school's mission that is shared by each person. A close look at the college's mission statement reveals that the staff should be integrated in such a way as to achieve a holistic purpose. This is the creation of successful graduates for the hospitality industry through education provided by an innovative and dedicated faculty. Achieving this requires a strong mission understanding and the commitment of each staff member. According to Campbell et al. (1990), this needs to include more than just pay, security and the opportunity to develop their skills.

While obtaining answers to this question during the interviews, I tried to avoid the word 'mission' as the term is theoretical and abstract, as explained in the previous chapter. Instead, to simplify and clarify, the questions I posed used words such as the 'purpose', 'strategy' or 'main goal' of the college. I tried to adjust the language in order to ensure the participants' understanding. In some interviews, I had to rephrase the questions until the interviewees understood them. However, in setting up the questionnaires, I reversed this procedure. I was very specific and asked the respondents about their understanding of the mission.

The responses revealed that people's perceptions of Les Roches Jin Jiang's mission differ. The majority of the people interviewed, 92 per cent (24 out of 26), gave answers similar to the college's stated mission. Typical responses were 'to create a professional school that helps the hospitality industry' (I2), 'teaching practical hospitality applications in an international and personal environment' (I5), and 'to cultivate today's students to be tomorrow's managers' (I20).

The survey revealed a similar finding by having 86 per cent (25 out of 29) recall the mission using similar expressions.

According to the student satisfaction report, the majority of the students had a good sense of the mission as well. The students provided statements such as, 'I think Les Roches Jin Jiang is a university where you can become a person and learn all information about the hospitality industry', 'I've learnt a lot about hospitality', and 'Les Roches Jin Jiang offers a great opportunity for the future'. As mentioned previously, these comments came from the online survey (surveymonkey) where anonymity was guaranteed. Therefore, it is not possible to identify individual student respondents.

However, some employees were able to attribute a sense of purpose or identity only to a specific success factor or a certain function or task rather than to educating and transforming students, as evidenced by statements such as, 'I like my work in my [department] and just focus on this' (I3), 'Our main goal is to break even' (I1, I19, I21)', and 'Strive to become a top-ranked brand or No. 1 hotel management college in Asia' (R4, R25, R28). Some of the students also seemed to sense this kind of mission attribution, as can be seen in the following statements by two different students: 'Many times the school makes students feel like they just care about money, rather than improving our education'; 'The tuition fee is so expensive, and the school never listens to you after they get your money.'

Nevertheless, generally speaking, many employees had more holistic and student-centred missions in mind when stating themes such as 'Our mission is to be the top hospitality school here

in China and to educate our students into hospitality managers that can serve the international hospitality industry (I26)', and 'To become a world-renowned school meaning that when people hear about Les Roches Jin Jiang they will automatically know what this school is all about (I15)'. One English faculty member had a very altruistic mission for the college in mind, which was to 'develop China by putting tourism in a positive light' (I16).

Another discovery is that people from the academic, operations and marketing departments tended to recall the mission of the college better than people from the support departments, such as information technology, human resources and finance. In the latter departments, people tended to have two main missions in mind that were department-specific and served Les Roches Jin Jiang's overall function, as, for example, I19 stated: 'The purpose of the school is to foster hospitality managers. Its main goal is to develop students into managers, but from a financial point of view, it is to save money and reduce costs.' These two missions seem to be in conflict with each other, with neither one being more important, for example developing students and saving costs. The workforce seems to have trouble combining the two into one holistic purpose.

A majority of the interviewees from the academic department, 72 per cent (7 out of 11), and the interviewee from the marketing department seemed to recall the presentations the college gave to the students, as they talked about 'the transformative process of changing people into hospitality professionals'. However, the results also show that the word 'professional' is still not very clear; despite the fact that people can recall the recruitment and staff development presentation slides (Appendix N), the research finding of the Laureate study (see Appendix M) has not been

communicated clearly to everybody, as the following extract from an interview with the faculty member I23 shows:

Sacha: But, when you think about the mission, what do you really think the mission is? What do we do?

I23: Yeah, the only one that comes to my mind is to develop students to become professional.

Sacha: That is a mission to transform students into professionals, or not?

I23: But professional in what way? Professional is very broad.

Sacha: What kind of professional are the students upon graduation?

I23: They are said to be a manager, but in a hotel there are different managers.

Sacha: True, but what kind of managers are our students when they have finished, or what kind of managers should they be?

I23: I'm not clear on that one. Probably, right now, we are focusing on the restaurant and rooms. That's my view on them.

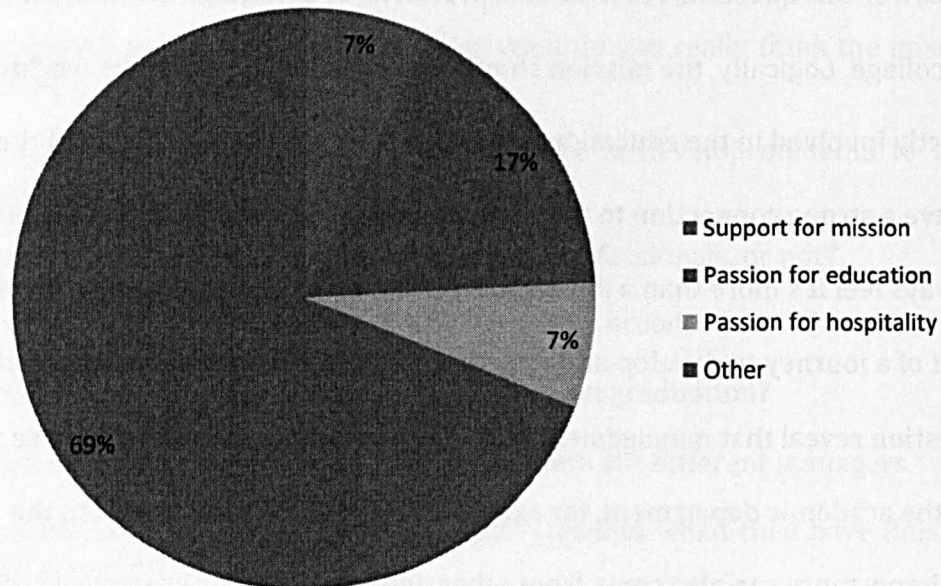
The findings show that Les Roches Jin Jiang's management has been quite successful in implementing the instructive phase regarding its understanding of the mission. With a 92-per-cent recall of the basic mission, the whole workforce seems to understand quite clearly what it is the college wants to pursue and accomplish. The mission's message appears to filter down to the students, making it an accomplishment of the instructive phase within the whole community. This also gives evidence that transformational leadership is present, since inspirational motivation is shown by some student comments, for example 'The college offers great opportunity for the future'. However, the findings reveal that inspirational motivation does not seem to be established among all members in every department, as some are motivated by their specific function or specific goals rather than by the aim of the mission.

Q2: To What Extent is the School's Mission Important to Members of the School in Their Daily Work?

In order to answer this question, I looked at expressions of emotional attachment that people gave towards the college. Logically, the mission should resonate more among the workforce members who are directly involved in the educational aspect, namely the faculty. Some of the faculty seemed to have a strong connection to the college's mission, by the look of some of the responses, such as 'I always feel it's more than a job for me' (I17), 'my passion for being a teacher' (R13, R23), or 'being part of a journey to develop and improve a school' (R16). The findings that answer this research question reveal that management was able to pass the transitional phase with some members in the academic department, for example I16 and I17. Attachment to the mission and a feeling of its importance can also come from other departments. For example, I received some similar answers from members of other departments, such as 'the passion for teaching' (R17), 'the passion to work for a school' (I21), or 'I can gain a lot of knowledge by working in a school' (R29).

However, when asking the respondents what attracted or attracts them to stay committed to the college, the questionnaire findings revealed that only 7 per cent of them gave a statement that is aligned with the mission (see Figure 4.5), with 17 per cent showing enthusiasm towards education and 7 per cent for the hospitality industry.

Figure 4.5 - What attracted you to Les Roches Jin Jiang College and keeps you committed?



The other respondents gave reasons such as the great reputation of its founding fathers or of the college itself (R2, R4, R8, R11, R13, R18), working in a good and international environment (R1, R3, R7, R12, R20, R22, R25, R27, R28), college benefits (R6, R8, R9), and the job opportunity (R14, R19, R22, R24, R26). These answers do not necessarily hamper the building of capacity with the aim of achieving the mission. However, they do show that the mission is not the main reason for working at Les Roches Jin Jiang; answers such as 'because of the long vacation' (R8, R9) or 'they found me; I didn't find them' (R10) are hardly inspirational comments that will support the achievement of the mission. This has also been observed by I21, who has been with the college since its foundation seven years ago:

I have a very intimate relationship with the college and when there is something very important, not even related to [my department], I'm always worried about this and

want to help. However, I feel that some people just want to earn money and only do things that they are required to do rather than being proactively improving the school.

One way of making the school's achievement an important facet of somebody's life is by combining it with personal goals, as I24 explains: 'I have a goal, and the other people have no goals. If you have no goals, you cannot do your work well. The personal goal can be linked to the company's goal.' I16, who has been an employee for more than three and a half years, had the same urge to link his personal goals to those of the college. He mentioned the following:

I feel uniqueness about the values and the place of what the school is about and stands for. That translates into transforming students into young professionals by having an impact on their character in the short time they are here. I think it is really crucial for me and above anything else... to have a deeper impact at personality level is really rewarding for me – I need to feel attached to the mission.

This finding is also supported by some of the students, who feel that certain faculty members' personal missions and the organisation's mission are in synchronisation. One student commented:

I think the greatest improvement Les Roches Jin Jiang could make is to find more teachers like I23... she demands respect and student participation and controls the classroom, opening the floor to any student who is willing to contribute. At the end of her class, the students were self-motivated and motivating others. In general the school is making great leaps forward daily. However, more students need to contribute and to ensure this... I think that's the job of the teachers.

This student's statement shows that this teacher is in the high leadership capacity phase.

Nevertheless, the findings also reveal that some members within Les Roches Jin Jiang still need to get through the transitional phase. Individualised consideration to encourage the heart of every member of every department seems not to be prevalent, as the mission does not yet have special meaning in the daily working life of all the members.

Q3: How Do/Do Members of the School Act on the School's Mission in Their Daily Work?

Answering this question required me to include descriptions of employees' experiences at work. I looked carefully for meaning in the recorded transcripts of the interviews. In addition, I wanted to find out what it really takes to act on the school's mission, and obtained the following information from the CEO of the college:

...the most important thing is the success of the students, so we are student-centred; we are focusing on student outcome – that is the most important. Our DNA is to transform young adults into young professionals and it's all about the success of the students. That must be our core value and the driver, and everything else is built around that.

Therefore, according to the CEO, the mission needs to centre action on the students in order for them to become successful professionals. Since the school's mission focuses on education through a transformational process, it requires the faculty to act on the school's mission. To carry out the mission successfully, I8, a hospitality lecturer, mentioned the importance of being a role model and having the required professional background in what the students are aiming for. She told me the following:

As teachers, we have to be a model for our students. For example, myself, I worked in the industry and I know how it works in the real hotels and I just want my students to be ready for that.

I9, another hospitality faculty member, agreed that having professional industry experience is important for this college. He explained:

Industry experience does help, I must admit. Yes, I think some other teachers might not realise how hard the industry actually is. It's not an easy job to get into. As you know, long hours, and the salary starts off terrible...

Moreover, the students demanded more teachers with professional experience, as the following statements show: 'The teachers don't have enough experience in the industry to be able to teach the students enough knowledge'; 'I think the school could match the lessons more closely to real hospitality work.'

However, it is not only industry experience or the importance of being a professional role model that seem to be factors in being able to act on the school's mission. Teamwork and love for the daily work are also important in ensuring that the faculty can put the mission into action. I8 explains:

In this school, teachers are trying to help each other. Even if we don't have much time, we always try, and the relationships between the staff are friendly. So I really like that.

Another point that was mentioned is the importance of making expectations clear. I7 explains how he acts on the transformational purpose of the mission by suggesting:

As an English teacher, I try to develop students into young professionals by placing expectations on them. But for other teachers, I'm not sure. Especially for new teachers – they might not bear this in mind.

As I7's comment shows, there are some voices within the faculty that are sceptical about the capability of all faculty members to act on the mission. This critical stance was also taken by I9, who states:

We need to get more involvement from other faculty members... When we organise something, such as a charity marathon, I would like to see some faculty... more enthusiastic.

This passiveness can also be seen in several comments from staff members outside the faculty team, whose focus is on waiting for student requests rather than on being proactively involved in the process. I5 comments: 'Working in an international environment is OK; I just answer their questions. I don't have many challenges from them.'

Passivity and waiting for management instructions can also be seen in a statement gathered from I3. He explains:

There is more pressure from the students because we provide more services for them, so students always come to my office and ask me to solve some problems for them...If the school's management team wants me to do something to improve our campus ... I will satisfy them.

The students seem to be aware of this issue, as they stated: 'The school experiences a lack of commitment from ... especially from the ... department', and 'Having a [joint venture] is not truly helping the dynamics of the school. [Representatives from both partners] need to be more proactive and involved.' The CEO of the college explains that this passiveness in the college might result from cultural differences:

Focusing on the customer is not traditionally how the Chinese universities or even hotels are set up. Chinese companies, especially traditional companies, are still very much functional and hierarchical instead of customer-driven or, in our case, student-centred, and that is why we have an opportunity to come here to China and hopefully be successful.

R11 describes a similar picture by stating that:

Cultural differences and hospitality perceptions create a significant gap that does not allow for a consistent reinforcement of Les Roches Jin Jiang's mission. The college

appears generally as a [separate] rather than a homogeneous merger. Local and domestic representatives need to be more visible and show they embrace the mission.

Passivity and cultural perspectives are not the only things that seem to get in the way of acting on the mission. Some students remarked that there is a lack of coherence in acting as an integrated unit in order to fulfil the mission. As one student stated, this seems to have a negative impact on the student body:

There should be more understanding in regard to standards. As the Dean says, 'Students need to keep the hospitality standards in mind all the time', but how is this possible if teachers who teach us don't even have these standards?

Another student commented, 'There is very little mutual respect between staff and students. I don't feel that all teachers contribute equally.' The variations in staff and student relationships can be seen quite clearly in the following statement: 'Staff here at LRJJ are generally welcoming and can relate to the students. However, some teachers do not take the time to relate to the students.'

The replies to this question confirm that most of the college's members are still in the transitional phase, and some even in the instructive phase, since some teachers as well as other members of the workforce do not act according to the mission as outlined by the CEO. The findings also reveal that the background of the person seems to be a problem when it comes to management establishing idealised influence and intellectual stimulation. As mentioned in the literature review, intellectually stimulated people tend to be innovative and solution-focused people, while idealised influence exists to make people act in accordance with the leadership. To be innovative and act in accordance with the leader requires an excellent understanding of the task and the leader's values,

i.e. the mission. The answers provided show that some members of the workforce do not have the experience required to act on the mission. Other background problems that might have an impact are a different cultural understanding or personalities that do not harmonise with achievement of the mission. Consequently, it is difficult for people to gain this understanding, since they lack the ability to comprehend the behaviour required to fulfil the mission.

Q4: How do Members of the School Gain Ownership of the School's Mission?

Several factors were mentioned that enabled people to obtain and enhance ownership of the college's mission.

One of these was the formal and repeated communication of the mission and its meaning by management in interviewing, workshops, training, presentations and visitations. I16, who teaches English, explained:

I have been able to visit the mother school, which was very helpful. Bit by bit, a picture was established through workshops, visitations and training. This has helped to raise the inspiration level.

I7, who also teaches English and stated the mission clearly as the transformation of young adults into young professionals, had a similar answer:

The mission became clear to me during our faculty meetings and development periods, when we always talked about it. I started to memorise it.

It seemed that repetition in meetings and presentations seemed to be the key for people to retain the mission, as it was also mentioned in the answers given by R1 and R26, but for faculty members

with an extensive hospitality background less repetition seemed to be required. I9, who has many years of hospitality experience, stated:

The management were clear (in the job interview) about the purpose of educating the students in order for them to go straight into the hotel business. That was loud and clear to me.

Nevertheless, communication seemed to help the college community to understand its mission.

I17, another faculty member with an extensive hospitality background, stated:

Generally speaking, people understand the mission better because we talk about it all the time. Before the management change, I think there was not much emphasis on this.

This was backed up by R1, who stated: 'I believe the faculty in this school clearly understands the mission statement. It was mentioned in every faculty development week.'

However, understanding did not seem to be sufficient for people to take on ownership of and act according to the mission. Passion and enthusiasm towards mission achievement seemed to be the key to gaining ownership. The interviews revealed that passion and enthusiasm can originate from several sources. I21 and I15, two employees who have been with the college since the start, shared that they went through hardships that helped them to feel a strong connection to the college. Referring to the time when the college was started, I21 commented:

At that time, not only did the [department] work as one body, but the whole school worked together closely as one body. When for example a potential student calls in, everybody will act as a marketing person and will try their best to attract the student to come here and study.

I15, shared a similar experience by stating:

I think at the beginning when I started, everybody worked very closely with each other. They even did several things that were cross-departmental, such as teaching, recruitment and finance tasks, but now this has changed. People are separated into different departments and have their specific responsibilities.

It seems that these two employees were happy to be in a start-up company because it was exciting and they wanted to create something and make it successful. I21 explained, 'At that time, people did not complain about their workload or their remuneration. They just want to build the brand and build a foundation for further development.' I15 mentioned something strikingly similar: 'Before, it was different; people set the development of the college as their priority. People thought, when the college develops further, I will also be able to benefit.'

Today's lack of passion in the college seems to have a certain impact on students, which can be seen in the following statement: 'An improvement that would make me rate closer to a 10 would be a stronger feeling of school spirit, which the school lacks.' However, not every student is critical of the development of the school, as can be seen in the following statement:

Well in my opinion, Les Roches Jin Jiang is like no university in China. To be able to give an international educational working closely with the Chinese government and a Chinese partner is remarkable. The experience I have gained over here will be useful. The goal of turning young adults into young professionals has been met.

This comment also shows that this specific student understands the mission of the college well.

The findings from this question confirmed that the academic department was able to get through the instructive phase as well as the transitional phase. It did this through face-to-face communication in interviews as well as meetings. Additionally, transformational leadership

occurred despite the fact that some faculty members did not have the background required to understand the mission. Les Roches Jin Jiang's management was able to make up for the lack of background by frequent dialogues in meetings as well as by giving people the chance to experience what the mission is all about by visiting its parent campus in Switzerland.

Communication also seems to be the key to success in the start-up phase of the company. It seems that there is quite a strong awareness of its mission, and especially of the incentive of survival, which encourages people to get more involved. However, according to I15 and I21, as Les Roches Jin Jiang College grew, this strong engagement on the part of its workforce got lost. Growth shaped the college into a bureaucracy, with the effect that more people were added and divided ever more rigidly into departments. This made cross-departmental communication more difficult, resulting in lowered inspirational motivation and individualised consideration towards the accomplishment of the mission.

Q5: How Can the School's Mission Be Developed?

To address this question, I will start with a summary that paraphrases how the CEO of the college, a Swiss national, sees this development, and then align it with the findings of the initial study. He explained that, in order to create a unified mission, the college needs to continue recruiting people who understand the hospitality industry. In addition, this requires the community to develop a better international understanding through effective communication by ensuring that the Chinese partner in this joint venture is involved and clearly understands what is needed. Both partners need to supply and fund more resources to support the implementation of the mission. The community needs to create the right spirit to support the mission, which indicates that the

managers and employees need to start thinking outside their departments and comprehend the whole purpose of the organisation. The managers and employees need to support each other in order to achieve student satisfaction, which requires centring their daily tasks on the students. Finally, the college needs to create an environment that supports the mission.

The answer given by the CEO is actually in line with the findings of the initial studies, in which the focus groups concluded that, if people are to become excellent teachers, they need to possess knowledge and experience. Furthermore, they need to act professionally, which includes having a positive attitude and is defined by addressing all issues in an objective manner. The focus is on good listening as the number-one communication skill. In addition, good teamwork is required. Everything focuses on the way people work together. Moreover, strong and transparent communication needs to be established within the institution, in which people know what is going on and information from the external environment reaches the staff. Finally, the college needs to create a good environment and promote good behavioural skills to help improve classroom performance. The workforce needs to be organised, flexible, responsible and always looking to improve, and to be able to learn new working methods. In addition, they need to share information and be open-minded with their fellow staff members. All staff members need to become role models and positive representatives of the hotel industry.

Thus the CEO and the faculty seemed to have a common understanding that focuses on the college's overall development. However, the president of the college, a Chinese national, explicitly stresses the external environment and market forces as the main challenge in achieving the mission. He comments:

In recent years we have made more achievements than at the previous stage. It's because on one side we still stick to hospitality education from Switzerland. And, on the other side, we understand clearly our present situation to operate the school like this in China. That means we have fewer senior middle-school graduates. So, in order to adapt to the present situation, we took many measures especially in the creation of programmes that fit the market, such as postgraduate and bilingual programmes. The most important measure is to have international students. We should be more realistic, more adaptable to the changing situation. I think this is the essence of why we made achievements during these years.

The point the president is making is that the college needs to find its market position. This is not easy, because it takes experience to measure success or failure. In particular, he mentions that the foreign concepts used in this college require time and adjustment, especially as the college is not only unique in its concept, but also has a low accreditation rating from the Chinese government. In China, having low accreditation makes it difficult to recruit Chinese students. As a result, during the interviews, we discovered that the unique educational concept of the college needs to be tested until it becomes certain that it works in the Chinese market. This requires the modification of goals and strategies until the college's market position can be clearly defined. Developing this kind of concept until it fits the market requires time for learning. It seems that, until this position is found, the mission cannot be fully developed to support the market position. The president commented:

Having a successful school for us is to really find the right position in the market and this really takes a long time, because you need to learn to get into this right position. And we have had some problems in really knowing where the right position is. That's why we had financial problems in the past. This is what I have learned during the three years I have been here.

The president, who formerly worked in public schools, explained that the 'need to know the market and find the right position' is particularly necessary for this college. However, it is not necessary at Chinese public colleges. He stated:

Each year it is certain that our Chinese public colleges and universities get a lot of students from the official college entry exam. The public colleges don't think about any market. They don't have a department especially engaged in marketing, as we do.

Communication is another issue of extremely high importance that was mentioned by the CEO as necessary for developing the mission. The importance of good communication was mentioned by 74 per cent (20 out of 26) of the interviewees. In this college, communication seems to be an especially big concern as it has such a large assortment of people from different cultures. This can cause misunderstandings, as I24 stated:

Communication sometimes is not easy for a staff member. It might be difficult to get along with other staff members because of their own personal character or something... also maybe because of the cultural differences between the Chinese element and the foreign element.

These misunderstandings can cause personal conflicts and can even have an impact on the alertness of the students. I23, an international faculty member, observed:

A lot of students feel that the school does not stand together as 'a whole'. The school is not intact. There is not always good cooperation in the school. And I was amazed how the students know this. Before, you could sense more cooperation in the school, like when the Dean said you need to do this, the department did it immediately. But now you can always feel – I feel, even the students feel – that the faculty does cooperate, but aside from the faculty the school management does not cooperate with the faculty. I was really shocked by that one. Even the students say about our IT department that it does not really cooperate with the faculty, and it's quite surprising to hear this from the students!

I23's claim were supported by the students, as can be seen in the following comment from the student satisfaction survey: 'The school seems to be very disorganised in many ways.'

However, not everybody shared this critical viewpoint. Some positive voices were also heard in the area of improving understanding through more communication at management level. The vice-president of the college, a Chinese national, commented:

I think the communication in the college is better now than it used to be. Communication improved because the different cultures merged with each other quite well. For example, the last time the Dean gave a presentation to the students he talked about water. He explained that we have to learn from water because it is flexible and also that water can drop through stone. This is from a very famous traditional Chinese book by Lao Tzu.

The point the vice-president was making is that people need to study each other's backgrounds in order to relate better. In the example he provided, it was the history of Chinese management wisdom. Based on the viewpoints of I23 and the V-P, more than just communication is involved when integrating people and working towards the same mission. It requires understanding and being able to relate to people who often have different cultural backgrounds. In addition, understanding is required between departments that have different functions and departmental sub-missions in mind. It seems that the college is making progress in this area, as can be seen from the following student statement:

There are some communication problems at the school, but, all in all, I believe it's a very good school where we get to learn professionalism, as well as learning both academically and practically, which to me is a very good thing.

I17 thinks that management needs to give people more guidance on developing the right attitude.

Through the establishment of the right attitude, cooperation and communication can be improved.

I17 also made the following comments:

It needs clear leadership and communication from the top to bring the departments closer together. The passiveness of Chinese staff, their attitude and work philosophy need to change. For example: students complained about the internet and they were merely given the explanation that this is the way the Chinese government regulates things and there is nothing that can be done! This kind of attitude is not the right attitude.

Basically, it seems that I17 agrees with and understands the CEO of the college, who mentioned that staff need to support each other in order to centre their daily tasks on the students. I17 provides a solution by demanding strong leadership from top management that might even involve tougher, specifically task-focused management practices such as autocratic and bureaucratic leadership.

Improving attitudes through good communication and understanding is not only an issue at the management and staff levels, but also involves issues within the student body, as can be seen from the following statement by an international student that criticises other international students who are not willing to be integrated into Chinese culture:

The reason that the other international students don't like it here is that they can't get used to the transition, which in my opinion is sad, because some of them wasted eight to ten months in which they could have learned the language and the rich culture and met some great people here in Shanghai. Too many Chinese students cannot understand our class, so I suggest we need better education.

A lack of understanding can also be seen in the statement of another international student. He criticises the college for accepting Chinese students with English skills that are not as good as his.

He stated, 'It is very annoying to be in the English class together with students who can barely speak English.'

This kind of misunderstanding can also be seen in two statements in the survey, one by a respondent from the academic and the other by someone from the enrolment department. Both respondents claim to understand the mission very well, but R3 from the academic department demands that management have a 'stricter requirement for the quality of students', while R29 from the enrolment states that 'we should be more flexible when dealing with special cases and improve efficiency'.

In conclusion, this question brought out a new factor to consider when establishing capacity building – the external environment. Capacity building needs a favourable internal and also external environment. The underlying reason why Les Roches Jin Jiang College is not able to progress more of its workforce into the high leadership capacity phase is its external environment, according to the president. This matters because successful transformational leadership is rooted in establishing an organisation that conducts its work in a favourable environment. This finding confirms the findings of the previous answers that individuals and even whole departments are in different phases of building capacity, which in turn has an impact on the students, who are also split between the different phases: some are already in the high leadership capacity phase, while others still donot understand or cannot identify themselves with the mission of the college.

Chapter 5 – Assessment and Discussion

The formal leaders of an organisation write a mission statement in order to mobilise its human resources so that they can get the right things done (Drucker, 1990). This chapter discusses how humans were mobilised to work towards incorporating the mission and building capacity at Les Roches Jin Jiang College. It does this firstly by assessing the findings of Chapter 4 by comparing them with the framework for capacity building. Secondly, it explains the extent of the achievement of transformational leadership. Finally, four emerging themes to do with the building of capacity are explained in more detail. These themes consist of the communication of the understanding of the market and its adaptation, the communication of the mission to enhance understanding and create acceptance, the importance of role modelling within the institution, and the recommended leadership and management to support integration and capacity building.

Assessment of the Extent of Capacity Building

The results of this case study reveal that capacity building did take place in this college, as the majority of its members have a certain understanding of the college's mission. The evidence lies in the financial turnaround of the college and in the general understanding of the community members with regard to its mission, its strength and its market position. The following excerpt from the interview with the president of Les Roches Jin Jiang shows this finding:

President: In order to have a successful school we really need to find the right position in the market and this really takes a long time, because you need to learn to get into this right position. And we had a little bit of a problem in really knowing where the right position was. That's why we had problems in the past. That's what I have learned during the three years I have been here. Because I worked for a long time in Chinese schools, there is no problem. Because each year it is certain we get a lot of students

from the Gao Kao [the official college examination]. No problem. We don't think about any market. We don't have an EMD [enrolment] department, especially engaged in marketing.

Sacha: Is it true that at the beginning it was easier, and we did not have to focus on that because there were a lot of students who couldn't go to the universities and the market was very big?

President: Yes, but now there are only a few students who cannot enter.

Sacha: So, once you find the right market position, as we have done, what would be the next step that is needed, in your view?

President: I think we should emphasise our position in the market. We are professional or we are vocational, and do not like to compete with other schools that can issue the diploma [Chinese-recognised]. Our essence is our professional approach, our relations with the industry. I think – although the number of our students is small compared to the Chinese schools – I think the advantage of our school is to turn the ordinary young people into young professionals. That is our marketplace... we can find them when we say we are professional, we are international. We have a lot of advantages that Chinese schools do not have.

This understanding of the community with regard to mission and position in the market place can also be seen in the fact that 92 per cent (24 out of 26) of the interviewees gave answers similar to the college's stated mission. However, the workforce and Les Roches Jin Jiang's community in general are still fragmented and find themselves in different phases of the proposed framework for capacity building. Figure 5.1 gives an overview of this. It shows each phase in the development of capacity building. In addition, it makes a comparison between the academic department and other departments, according to the findings in Chapter 4.

Figure 5.1 - Capacity building at Les Roches Jin Jiang College

Phases	Academic Department	Reason	Other Departments	Reason
Phase 1: The Instructive Phase	High understanding of mission	Majority recalls mission statement. Many discussions take place about the mission statement in departmental meetings	Good understanding of mission	Majority recalls mission statement
Phase 2: The Transitional Phase	Good understanding of task requirement	Mission relates to the daily work. However, background does not always match the mission	Low understanding of task requirement	Mission and often background does not relate to the daily work
Phase 3: The High Leadership Capacity Phase	Average role modelling towards the mission	Meaning is attributed through frequent dialogues and meetings towards the mission. External environment, cross-departmental understanding and background of some faculty members stop the full development	Low role modelling towards the mission	Same as above

The findings that the academic department is more developed in the capacity-building phases is rooted in faculty-member statements such as 'We know the mission very well owing to our faculty meeting and our faculty development period, where we always talk about it and where we always refresh it' (I7), or 'I feel that the school has shifted more to a common feeling of belonging and a greater feeling than just a school and a job' (I16). These statements indicate that the academic department can identify itself better with the mission. This is because the mission is to transform students and this seems a better fit with the job demands of an educator, and also there seems to be a missing link of communication between the academic department and other departments, as the following statement from I10 in accounting demonstrates: 'Most changes are in the academic

department, but I am not very familiar with that so I cannot make any remarks about this.' In addition, the faculty team seemed to be more evolved with regard to team building than other departments, as the following interview passage with I17, another faculty member, shows:

Sacha: But you said before there was not much team building when you arrived. Is there more now?

I17: Well, it is more now in academics, but the HR should be involved in anything, all the way. Human Resources should be the one who should be the facilitator between employees and management. But we don't have this function, or I don't feel this function is working.

Sacha: So you are saying there is some team building but it is only in your department?

I17: Yes, but not in the whole school or school-wide.

The evolvement in regards to increased team- and capacity building can also be seen in the interview passage with I16, an English lecturer, below:

I16: Before it was not really academic; it was more administrative. So the departments were more independent. The English department for example made decisions on their own.

Sacha: So, basically, in the academic department, you had sub-departments?

I16: Yes, exactly. Now it is more centralised and everything is more together. That's a big strength.

Sacha: In what way is that a strength?

I16: Well, regarding standards: we have one voice on methods and goals and on what the school wants and what it should be.

Sacha: So previously the methods and goals were different from now? You had different goals because you had sub- departments?

I16: Yes, I think, for example the English department did not know a lot about hospitality. So they had no clue on how to prepare students for HAI or HAI1 [first semester and second semester of the hotel administration undergraduate programme], but now we have a lot more and we can tailor and fine- tune the teachings towards

more hospitality use. This kind of reinforcing of faculty towards hospitality is quite helpful in that sense.

Sacha: So you think English teachers now understand more about hospitality?

I16: Yes, definitely.

Sacha: Before it was purely about English.

I16: Exactly. English here, English there – it does not matter. So knowing about hospitality and what to expect has been a big shift within the school.

This passage also shows the development of understanding in the academic team in regards to what makes a hospitality professional. Additionally, the academic department uses a modified performance appraisal form (see Appendix O), which focuses on four components to give a specific indication of how the mission is supposed to be achieved. These components are evaluations regarding:

1. High quality of teaching regarding structure
2. Role modelling
3. Discipline enforcement based on standards of excellence
4. Supportive, task-focused and proactive behaviour and dealings with managers, colleagues and students.

This is different from the general performance appraisal form used by other departments(Appendix P), which only measures overall performance. Another indication that faculty members seem to have an advantage in understanding the mission better is that they have the required background for the mission, as many of them have worked in the industry (see interview with I7,I8, I9, I16, I17). An additional factor is that the faculty seems to talk more about

the mission in its regular meetings (see interview with I7, I16, I17). Youngs and King (2002), who studied capacity building in nine schools, support the importance of establishing regular meetings, since meetings align the school's development with its goals, promote social trust among staff members, and enable the practice of distributed leadership. Finding a mission that includes the whole workforce, having the required background for the job, and holding regular meetings to discuss the mission need to be considered in order to bind people into the capacity-building process.

However, according to the president, the key for the college is to put itself in a better environmental situation by adapting to the current situation.

The findings reveal that the college made big progress in this area, especially with the acceptance of international students, as I1 explains:

One year after I started to work in this college we started with recruiting international students. At first we took a risk, because nobody knew what would happen. And never did anybody ever tell us whether we can recruit international students or not – that was a very new experience for us. First we tried with two or three international students; then we got involved with the local government and with the Shanghai Education Bureau and also different governmental departments, and after one year we got more and more international students. So this is really a new experience for our college because we need to change the academic faculty and also strategy. Before we were more focused on bilingual and Chinese students, but after having international students we needed to focus more on recruiting international faculty. So that is a big change.

The reflection from I1 also shows that the external changes resulted in internal changes which Les Roches Jin Jiang needed as explained in more detail later in this chapter.

The Achievement in the Process of Transformational Leadership

The findings reveal that management has accomplished a degree of transformational leadership, or it would not have been able to turn the organisation around and make it profitable. Appendix Q shows the turnaround of the college in numbers by displaying that the earnings before interest, taxes, depreciation and appreciation (EBITDA) went from a nearly 6 million CNY (Chinese currency) loss to a break-even point during the period from 2007 to 2009. An explanation of how this transformation occurred is given below, by describing how the components of transformational leadership were addressed and accomplished:

Role modelling takes place through idealised influence. In the satisfaction survey some students specifically mention certain faculty members whom they admire for their professional conduct, for example I23. In addition, some faculty members, for example I9, I17, I16 and I7, mention that they understand the mission clearly and try to act accordingly. However, criticisms by some students (for example 'Teachers do not meet the standards expected by the students') and within the workforce suggest that both teachers and staff members sometimes fail to put the students' needs and education at the centre, and consequently do not model the behaviour desired by senior management and required to fulfil the mission.

Inspirational motivation that consists of communicating the mission effectively across the whole community is also present, as shown by the fact that almost everyone in the workforce is aware of the mission, and also by the students' comments when stating that this college offers them a route to a great future. Nevertheless, the questions revealed that many members of the workforce do

Page 136

not always see the mission as the main reason for working at Les Roches Jin Jiang College, for example I3, who explained that the reason he works for the college was only a passion for his job.

Intellectual stimulation that fosters innovative and problem-solving behaviour in the workforce occurs only among constituents who have the required hospitality background. This finding reveals that understanding what makes a person a successful manager in the hospitality industry is necessary if people are to bring forward ideas for improvement and for building the mission. It seems that management was able to stimulate people with the required hospitality background quite successfully, for example I9, who stated that 'the purpose of educating the students ... straight into the hotel business was loud and clear to me'. However, management still needs to find a way of stimulating the whole workforce in order to achieve the mission successfully.

The last component, individualised consideration, consisting of helping people to act towards the mission by encouraging their heart or establishing meaning in their daily work, has also been established in many members of the workforce, for example I7, who makes his expectations clear to the students in order to get them to follow the mission. However, it shows again that not everybody is engaged in making the mission successful and centring their actions on the students, as I9 explained when he stated that 'We need more involvement from everybody when we organise something'.

The following section describes four emerging themes that Les Roches Jin Jiang College needs to be aware of in seeking to build more capacity and to further establish transformational leadership.

Emerging Themes

Understanding the Market, Adapting and Communicating

In the business world, the institutions that are best able to form a nurturing relationship with external niches and conditions are the ones that survive (Trompenaars and Hampden-Turner, 1998). This means that institutions that are able to evolve and adapt to suit their external environment are most likely to be the ones that survive and have the ability to flourish. In this regard, Chen and Lee (2008) suggested that organisations should only do business by developing a unique competence and finding a niche in today's intensely competitive market.

These statements describe the process that Les Roches Jin Jiang College used in its development. Although, Les Roches' strategic management team is very competent and familiar with the business of hospitality education, they did not initially realise, when attempting to establish the brand in China in 2004, that there is a different market situation there. They believed that the concepts used successfully abroad would automatically capture the Chinese market. Soon they realised that this was not the case, and that they were facing poor financial results.

In addition, the financial problems led to emotional insecurity within the college's workforce during the time of the financial crisis, as seen in the following interview passage with I16:

Sacha: So the teachers stay on generally longer than when you started?

I16: I wouldn't say that, but it was a little bit difficult in number and it fluctuated a lot. Teachers were given a half-year contract. As a result, teachers lacked commitment since they were uncertain about the near future and hesitated to invest time in the courses, which was felt in the English department.

Sacha: So the teachers had only half-year contracts?

I16: Yes, it was like recruiting them in the autumn and they were not given any incentives to stay.

Sacha: So the job security was down?

I16: Yes.

Sacha: So the hired teachers did not really care so much about teaching since they knew it was only for a half a year?

I16: No, I think they were professional enough to know what to do. But then they moved on because they knew HR would not continue their contract. There was no job security. I think most of the teachers who went through this school had a good experience but at the time no prospect of growing as a professional. Today, the school is quite different because of its foreign management approach.

Emberland and Rundmo (2010) explain that job insecurity can cause strong negative psychological reactions, such as anxiety, depression and distress, among employees. In an interview, I14 described how she felt at that time:

Three years ago, I was informed by my supervisor that maybe one day in the future we would have to close the school because the enrolment was low. Actually, we were worried about this every day in the first two years of my employment.

These negative psychological reactions must be of concern to an institution, not only because people are preoccupied by worry at work and are in distress, but also because of the potential action employees might take owing to job insecurity. Some of them, especially the good employees, may have the inclination and also the chance to find good employment elsewhere and thus leave the organisation (Emberland and Rundmo, 2010). This is because organisational turbulence and job insecurity foster loyalty towards one's career rather than to one's organisation (King, 2000; Klehe, Zikic, van Vianen and de Pater, 2011; Reilly, Brett and Stroh, 1993). I14's mental state is

demonstrated by this statement: 'I was thinking maybe I'd have to change my job and go to work in a hotel. At that time, I was really thinking about it.'

It took the college more than five years (until 2009) to adjust its market position so that it better fitted the needs of China. Fortunately for the college, the job insecurity did not have a strong impact on building capacity and it was able to retain much of its workforce. The college leaders were able to implement a strategy of change and alter its performance by understanding its market position better. Grant (2002) explained that, to achieve a good strategy, one needs to be concerned with matching a firm's resources and capabilities to the opportunities that arise in the external environment. According to the college's president, the strategy was to 'take many measures, especially the creation of a curriculum that fits the market'. As this statement shows, the most important measure from the president's point of view was adapting the college's educational curriculum to suit the market better. However, the improvement of financial performance also requires ensuring that accurate information is communicated frequently by company leaders and that dialogue is encouraged about goals, mission and strategy. This kind of communication can alleviate the insecurity among community members.

The employees of the college experienced considerable closeness, especially in the early stages when it started up in 2004, as indicated by employees I15 and I21 in their interviews. They mentioned that everybody was thinking only about the interests of the college, since they wanted to be part of creating something new and wanted the college to be successful. The employees seemed to understand at that time what the institution's leaders wanted to do. They understood the mission and identified with it. They saw long-term benefits, as I15 stated: 'When the college

develops further, I will also be able to benefit.' I21 added, 'We just wanted to build a foundation for further development.'

In this respect, people in smaller institutions, especially start-up companies, could have an advantage over bigger and established institutions in accepting hardship, seeing that the building of an institution relies on the feeling of a strong need to execute a specific idea (Collins and Porras, 1991). Having this idea and impulse helps someone going through anxiety and mobilises their energy to work harder. In this regard, Collins and Porras (1991) provide an anecdote about Steve Jobs when launching Apple, which states that Jobs and his partner had a strong desire to build personal computers for themselves and their friends simply because they were unable to afford to buy them.

However, both the continuing success story of Apple and this case study demonstrate that energy can be mobilised in all institutions, not just start-ups, if the idea and impulse that originally mobilised people can be transformed into a successfully articulated and executed mission. In this case, the college went through a crisis three years after its launch, and the strategic leaders of the parent company responded by changing the senior management of the college. The new management changed its strategy and communicated this to the college community, as I14 recalled:

I remember in 2008 there was the appointment of a new CEO, a former marketing and enrolment specialist, and we got a big increase in student enrolment in the autumn of that year. So, because of that enrolment, I thought we had a chance to improve since we had a big intake and the management had changed so we can be here at least two more years. The curriculum changed as well, and it created a big headache for me. Yes, it's true – I was stressed. We had a lot of things to do in comparison to before. At the beginning, I didn't like that. New things, for Chinese: sometimes we cannot accept them. But I did. I have to follow; I'm just a staff member here. At first, I did not like the

changes... But now I know changes give me benefits that I think are good for my career. I learned a lot from the changes. Do something new. I think the new things are good for my future.

As I14's statement indicates, the college had to learn how to obtain and deliver information through communication. Trompenaars and Hampden-Turner (1998) suggest that communication is the best tool to form a nurturing relationship with external niches and conditions since it is essentially the exchange of information and the carrier of meaning. The college's formal leaders applied the tool of communication according to this suggestion, in that they not only obtained good information about the college's market situation but also communicated what they had learned. They adapted a strategy and ensured good communication by bringing the information from the external environment to those inside the community. Coulson-Thomas (1992) pointed out that an organisation's mission and strategy must be communicated to *all* its stakeholders, so that each member knows what his/her role is in the institution and can thus contribute to the achievement of the mission (Comm and Mathaisel, 2003). Mission and strategy together can then become an everyday reference point for desired behaviours and provide a target to anticipate and aim at (Cummings and Davies, 1994).

However, senior management needs to ensure that the mission and the strategy are congruent and built on what is learned from the environment. The changed strategy helped the college to improve its finances greatly. The strategy that is followed now was created by adapting the school's unique hospitality concept to the Chinese market. It is different from before, since it now focuses on recruiting not only Chinese but also international students. This enhanced the quality level of the college. It seems that before 2008 students did not think that they got value out of their

education. This has now changed, as it can be seen in the following interview excerpt with a student supervisor who is in close contact with the students on a daily basis:

I25: The issues are still the same ... but now students study more in their leisure time. And also the quality of the students is higher than before.

Sacha: With quality, are you talking about Chinese students or international students?

I25: One of the reasons is the international students. The Chinese students spend more time with them. But before, most of the students came here to kill time. The parents did not know what to do with their children; no school liked to accept them, so they had nothing to do and in our college they found a place. They found us! So the parents just threw their kids in here. But now, we have many fewer students in this situation. They come here to study and not just to kill time. That's the reason why the quality is so much higher.

Sacha: Do you think the school changed a little bit to make students feel that way? Because I think there are still a lot of students who were brought in by their parents as they were not accepted elsewhere. Do you think the school did something to change their mind so they started to study more?

I25: What I observe is that, after the classes finish at 4.30 pm, I always see students in the library or in the dormitory. I hear them talking to each other, saying, that: 'Oh, I have a lot of homework to do', or 'I need to submit this project tomorrow'. So I see many more students studying after class.

Sacha: So the teachers give more homework. Are they more demanding on the students?

I25: Yes, this is what I sense when I communicate with the students.

Sacha: Do you think the students are happy here? Is there a change from before?

I25: Yes, students are telling me that they think the school environment is quite good. They also think that the relationship between students and teachers is different from their previous experience in class. It is more relaxed, but also more respectful with each other.

Sacha: Why do the students feel closer to the teachers?

I25: Before 2008, there were many complaints from students about tuition fees, about accommodation fees – all the economic issues. But now there are fewer and fewer complaints from students about these matters. Over recent years, there are more complaints about study and teaching things, but not about financial things any more.

Sacha: So because they are quite happy with their education, is that the reason why they don't talk about money any more?

I25: Yes, that's the reason. Because they are happier with the study here, so they talk less about financial things.

The acceptance of international students also motivated the local students to work harder, which had an impact on the quality of the education and the community of Les Roches Jin Jiang. I23 explains:

Sacha: Do you think the Chinese students now are better than the Chinese students we had before 2009?

I23: Yes.,

Sacha: Why is that?

I23: Probably because they do not want to lose face.

Sacha: OK, could there be another reason as well?

I23: Well, before, sometimes if one students said, 'I will not do this' then often it created like a sort-of domino effect where everybody followed.

Sacha: So it's like a domino negative effect?

I23: Yes.

Sacha: And now?

I23: Yes, now it's not only pressure within themselves but also from their colleagues. I can see that their colleagues actually even guide them. I have a class right now in HA1 where I can see that students support each other in the class. They are now more cooperative than before.

I12, a practical food service instructor, supports the statement of I25 in regard to the quality improvement and the change in the college environment, as can be seen from the following passage in the interview:

Sacha: How long have you been working here?

I12: Since April 2008

Sacha Michael Stocklin

Sacha: How would you describe the school when you came here?

I12: Quiet.

Sacha: What was different between then and now?

I12: Before it was a little bit quiet and the students were only Chinese. Now, foreigners and Chinese are maybe half and half, and it is more organised for the practical subjects. Students learn more skills: before we just served salad and did simple cooking, which was even taught by me (laughs).

Sacha: So you were the chef?

I12: (laughs) Yes, I did some simple salad, some pasta and some sandwiches – that's all. But now it is very skilled.

Sacha: Had you done any cooking before?

I12: No, my supervisors taught me how to do it.

Sacha: They taught you how to cook?

I12: Just pasta.

Sacha: So it was very simple?

I12: Yes, just small food.

Sacha: How do you describe the atmosphere or the environment of the school?

I12: It's quiet.

Sacha: Quiet – can you explain?

I12: Yes, only a few students and no foreign students. Only a few students came to the coffee shop to have lunch and this depended on the weather. If it was raining then it was full.

Sacha: And the lunch was just some sandwiches, and pasta?

I12: Yes, and some salad.

Sacha: Now it is much more?

I12: Yes.

Sacha: Do you think the students were happy then, or are they happier now?

I12: The students were so-so;, it's hard to tell because I only interacted with some during lunch time. So I'm not very sure.

Sacha: How about now?

I12: Now, most of them like it.

Sacha: Do you feel more connected to the students?

I12: Yes, and I think there is more respect between the practical instructors and the students. When we teach them something they will accept it, and after the class we are friends with each other as they behave more like adults.

The change of strategy in accepting international students also had an impact on the quality of the hospitality administration curriculum taught in English. The school established a hospitality bilingual curriculum to retain students who struggled with English, as explained by the president of Les Roches Jin Jiang in Chapter 4. This allowed the college to become stricter with the English requirement for its hospitality administration curriculum, and consequently the standard improved. This was necessary in order to accommodate the international students. This was different from the previous system, in which all students started with an English foundation course before automatically moving to the hospitality administration curriculum taught in English, as explained by I16:

Sacha: When you talked about changes in standards, can you explain that a little bit more – just to clarify it?

I16: I am referring to the standards and the aim of the school. – In short, what does 'Les Roches' really mean in the context of Chinese hospitality.

Sacha: So you are saying the standards were lower than now?

I16: Yes, they were lower.

Sacha: And in what ways?

I16: Expectations of students were lower. Students were not really expected to achieve certain English levels before moving on to the professional courses. Students would move on from programme to programme regardless of their English level.

Sacha: So, at that time, in order to start on the hospitality administration programme, there were no entry requirements in English?

I16: There were, but very little. It was not really applied in that sense.

Sacha: I heard it was some kind of compact programme which stated you do a half-year of English and then automatically you move on to study hospitality. There was not really a stop somewhere which you needed to pass. Is that correct?

I16: Yes, the students would progress just every eighteen weeks from programme to programme.

Sacha: But after the English foundation programme, nobody really checked the English level since it was promised to them that they could move on?

I16: Yes, exactly. Nobody checked.

Changing and adapting its strategy to the Chinese market helped the college to launch desired and required products and services. The findings of the data suggest that having products and services that are in demand seems to stand above anything else, and, if this had not been heeded, the existence of the institution would have been in jeopardy.

Communication of a Mission that is Understood and Accepted

All members of the organisation must not only understand the mission and strategy (the first emerging theme), but must also have the same values as the mission if they are to be committed and inspired. However, inspiring commitment to the mission is possible only when the lofty ideals expressed in the statement resonate with employees' private values (Ledford, Strahley and Wendenhof, 1995). Drucker (1999) explains that the workforce need values that are compatible with the organisation in order to be effective. They do not need to be the same, but they must be

close enough to be able to coexist. In addition, compatible values create not only effectiveness but also harmony within the organisation, as Elbot and Fulton (2008) state that 'members tend to feel more connected to each other when joined by common values' (p. 27).

The second theme that emerged is the mission and how it is communicated. Mullins (2005) stated:

The value of a mission statement is dependent, however, upon the extent to which it is understood and accepted throughout the organisation, and translated in meaningful terms to all members of staff including those at the operational level (p. 151).

Communication to establish meaningfulness and sharing values needs to start with the top management before it has a strong impact on the lower levels as it has been discussed in

Chapter 2. According to the president of Les Roches Jin Jiang the communication improved greatly at the senior management level. The president explains:

We start to understand each other more at the senior level because we talk more. I feel that you (the Dean) understand us more over the three years since you came here, and from my three years' experience with you and the CEO, I also feel that a better understanding has developed. It is much better now than three years ago. I feel we are now all in this together. We can understand why Sacha will do this, or why the CEO thinks that.

In addition, communication about the mission has filtered down to the lower levels. This is seen by the fact that 92 per cent can restate the college's declared mission in basic words that have meaning to them, that is 'the transformation of students into professionals'. This message is straightforward, short and consequently simple to retain especially for industry professionals (see interview transcripts with I8, I9 and the CEO). This finding validates previous research on mission statements, such as Desmidt et al. (2011), who stated that effective mission statements were relatively short, or Campbell (1997), who explained that shorter mission statements are more

likely to be digested. However, the findings, as seen in the interview with I23, also reveal that it is still not very clear what is meant by the term 'professional', and having this understanding seems to be crucial across the whole community of the Les Roches Jin Jiang in order to build capacity since the term 'professional' is the key to the mission and the described outcome that the college is aiming for.

However, there is still some fragmentation in the college in regard to establishing a common understanding and working towards the same direction. This can be seen from the following comments: 'There is not always good cooperation' (I23); 'We need to make expectations clear not only towards the faculty' (I9); 'We need to get more people who understand the hospitality industry' (CEO); or 'Saying there is nothing that can be done is not the right attitude' (I17). This can also be noticed by some comments mentioned in Chapter 4, received by the CEO and students. These comments showed that some members were not focused on customers and/or educational mission achievement.

This fragmentation can be linked to a lack of cross-departmental communication, that is members of department do not communicate with other departments, as the following comment by I10 from accounting demonstrates: 'Most changes are in the academic department, and I am not very familiar with them so I cannot make any remarks to this'.

Fragmentation can have negative consequences, as Elbot and Fulton (2008) observed. They stated that 'many students attend schools where the values and expectations differ from classroom to

classroom and hallway to hallway' (p. 17). They explain that this is not only confusing to students, but also has a demoralising effect on the teachers who are following the mission and instructions given by management, since they feel undermined by their colleagues.

Therefore, in order to avoid confusion and prevent demoralisation, management needs to communicate meaning to all members in the community through common or shared values. The mission statement is the tool for communicating the values that management wants the community to uphold. Dean and Peterson (1999) explain that 'employee identification with a mission requires a clear and crystallized mission that is inspiring and deeply held' (p. 8).

By establishing shared values and goals, the school creates an organisational world view (Lindsey et al., 2009). This world view can be extremely powerful if connected to the mission statement. According to Katzenbach and Khan (2010), the organisation is required 'to change from a values-displayed to a values-driven organisation, in which the values are lived, breathed, and drawn upon to guide day-to-day actions and decisions' (p. 88).

The findings in the interviews with I7, I9, I18 revealed that repeated discussions in meetings about the mission and its purpose are needed to foster these values. It should become a form of reinforcement advertising (Campbell, 1997). In this case, more repeated communication regarding the mission and the required performance standards was necessary, especially for people who joined the college from outside the hospitality industry, such as English teachers, general education teachers and support staff. Repetition and clarification through dialogue were necessary because it was difficult for staff who had never worked in the industry to understand its

requirements (see comments by CEO, I7, I8, I9, and I17). A suggested method of enhancing understanding and helping them to buy into the mission is creating a dialogue, since it allows people to ask questions and hear the answers (Connors and Smith, 2009).

Reeves (2002) explains that, in order to enhance understanding and transform people, the dialogue needs to address the question 'What's in it for me?', and that a clear and direct answer is required.

Trompenaars and Hampden-Turner (1998) argued that management needs to establish meaningful interaction since that is the condition for the existence of mutual expectations. The findings in the interview with the president revealed that dialogues providing accurate information and meaningful interaction are encouraged not only between management and employees but also in the overall school community. For example, the interviews affirmed that, in the enrolment phase, school counsellors need to communicate the mission of the college and make potential students aware of the expectation that they will work to fulfil the mission, as stated by I9:

I think communicating expectations can start as early as in the recruitment process. Before they come here they could be briefed a little bit better. You can tell them that you are here at an international school, with international teachers and students, and this gives you a good opportunity to be outspoken, because when you go into the industry you need to be outspoken or you just get walked over all the time.

Forming common values is difficult and challenging because humans are profoundly different owing to our unique sets of genes and the patterns of thinking we have established before entering an organisation (Hofstede, Hofstede and Minkov, 2010). The findings suggest that management needs to repeat messages constantly and create frequent opportunities for dialogue

about the mission and expectations. Management must work to exchange a lot of information to foster understanding and empathy (Trompenaars and Hampden-Turner, 1998). According to the CEO of the college, the most important value that needed to be understood by everyone was working towards and centring actions on the success of the students, the outcome of which is a better college. However, cooperation still needs to improve at Les Roches Jin Jiang, according to I17, who feels that there is not much team spirit and support across the whole college. Grouping within each department or just between a few people across departments seems to be widespread. In order to enhance this understanding, Dean and Peterson (1999) suggest reviewing and discussing mission and values every year to make them seem alive, vital, connected to everyday experience, and evolving. Through dialogue, the mission and important values can be clarified and the community will see them as beneficial for everybody. The mission seems to filter down to the students despite I17's critical assessment of the level of team spirit across the different departments, as the interview with I25, a supervisor who is in constant contact with students, proves. I25 said that:

Many students become friends with each other because they have the same goals. They both want to study so they become friends, or they have the same interests or the same habits so they get together. Many students join groups because they want to do the same campus activities. This is different from two years ago, when the reason for being grouped together was that they come from the same region or the same home town. It is different now. Now, students help each other. It feels more like a family rather than just separate groups. The whole atmosphere feels better, more motivating. Students are not just playing, they are studying.

Role Modelling

This emerging theme is based on the comments and suggestions provided by different stakeholders, such as students, management and several employees from different departments as discussed in chapter 4. They echoed the idea that community members should do more than merely what is expected. All employees should be role models and live out the expectations set for the students. They should be more proactive in finding solutions and making situations and the college better. They should always look for ways to improve the college and not just sit and wait for instructions and orders.

According to Conners, Smith and Hickman (2004), the comments above are related to role confusion. They state the following:

‘Just tell me exactly what you want me to do and I’ll do it’ is a natural response from companies where confusion exists. Unfortunately, such a plea, while seeming to indicate a willingness to change behaviour, simply transfers accountability to a superior or someone else... Asking someone else, to tell you exactly what to do, represents nothing more than an advanced form of excuse making because it stems from the victim’s desire to prepare his or her excuse before taking action (pp. 30–31).

In order to avoid role confusion, this theme entails clarifying the role better and acting accordingly. The mission, if delivered correctly, can help in this clarification since it gives a general direction of what is important and brings about an increase in proactive action (Griffin, Parker and Mason, 2010). A community committed to the mission can change from having espoused values, which is what people say they value, to values driven by action (Bass and Bass, 2008). This theme represents a further step towards capacity building because it supports the previous themes. It is about the wholehearted commitment of each person to the mission of the institution. This commitment results in role models among and benevolent actions to and from community

members because it is based on shared values that arise from the mission statement. The goal of a values-driven organisation is to make everybody jointly accountable for the end result (Connors, Smith and Hickman, 2004).

In order to comprehend how these benevolent actions succeed in making people become role models, I would like to provide a definition of values. According to Jex and Britt (2008), 'values represent things, ideas, or goals that are important to people' (p. 48). Naturally, people do things that are important to them. In order to establish role modelling, the values of the company and the value of the staff need to match. Wright (2002) found that 91 per cent of values mentioned in mission statements are customer-focused. The mission in this case is no exception, since the focus is on transforming students into the successful professionals of tomorrow. However, the findings reveal that not all staff members are focusing on customers, especially from departments who are not in direct contact with the students on a daily basis. This can be heard by students, as indicated by the following critical comments received in the satisfaction survey:

'The attitude of the people in the finance department is not good; they behave like they are gods. IT did not help us update computer in the media centre. We can never find people in IT'; 'the staff in the college often just "kick" you around as a ball from one department to another, escaping their responsibility', or 'Most of the computers in media centre don't work, IT staff didn't fix them for the whole semester. The front desk staff is sometimes not friendly in answering our questions.'

Wright (2002) explains that this is no surprise, since these departments contain 'back-room' people who seldom have direct contact with customers and who have different concerns, for example accountants and HR people who are preoccupied with expenditure and budgets.

Thus, in order to drive an organisation towards capacity building, actions should be based on shared and coherent values and goals. Only an organisation that is values-driven can get commitment and action from its community members in coherent ways. Concerning this, Katzenbach and Khan (2010) explained:

In a values-driven organisation, the values are shared and promoted not just through formal means but by people who act consistently and communicate constantly, simultaneously 'walking the talk' and 'talking the walk'. They are espoused and enforced among peers as well as by superiors at all levels (p. 89).

Explaining the values in the mission statement and clarifying expectations concerning them can lead to values being enacted and help in achieving the mission. To get the values across, Conners and Smith (2009) suggested using what they call a 'Why-What-When approach' to communicating well-formed expectations. In addition to formulating the expectations, I13 commented about the responsibility of receivers as well as senders to follow the rules of good communication, such as good listening and ensuring an understanding of the situation of students and faculty members by asking questions. Only then are expectations understood and people can act in accordance with the shared values.

If all people in the organisation take responsibility for the communication process, a coherent unit can be built and everybody will work towards the same mission. Through this communication process, people will see a bigger picture than the one created by their own job description. This will enhance their conceptual thinking, and they will view their role as something more than just doing a job. This will make them feel accountable for things beyond what a literal interpretation of their job description might suggest.

Most of the workforce of Les Roches Jin Jiang College claim that they understand the mission clearly, but there is still friction in regard to student qualification in enrolment, for example between members of the academic department, who would like to enrol only students who clearly understand what the role of the college is and have a good English level that enables them to understand the course material (see interview with I9), and the enrolment and marketing department, who prefer an easy and simplified process in recruiting students (see interview with I13) with regard to which students should be accepted. The teachers are supported by a statement given by a student in the satisfaction survey on 'surveymonkey' when asked about how the college can be improved. He/she states, 'The school is easy to get into; no requirement, so a lot of people would doubt the quality of the school.' This stands in contrast to another student, who expresses a belief that the quality of the received education is good when he/she comments, 'The school's English lessons are better than in other schools.' This statement can be interpreted as a support for the stance of the enrolment and marketing department to ensure a simplified recruitment process.

These comments show that the clarification of expectations is a crucial part of capacity building. The other part, as mentioned by some interviewees, is the requirement for a common understanding of what everybody is doing. This seemed to be easier during the start-up phase of the organisation, when hardship but also the excitement of creating something new brought people together. In addition, in the start-up phase fewer people are needed, and those on the staff are often forced to learn new things and become multitaskers. Successful start-up organisations

demonstrate that it is this kind of emotional state and learning that builds capacity. However, as organisations grow, the internal motivational factor of enthusiasm seems to disappear. I15 and I21 referred to this in Chapter 4, claiming that employees put the common good ahead of personal gains at the beginning in order to make the college successful, but that this has now reversed, in their opinion.

The latest examples of hugely growing companies such as Google, Amazon and Apple demonstrate that a company should be able to continually find ways to bring people together and foster an exciting atmosphere and willingness to learn other tasks than just those in one's job description. Katzenbach and Khan (2010) suggested the application of establishing common goals through regular communication that breaks down the walls of a formal, hierarchical organisation. Establishing the same goals seems to be the key for capacity building, not only within the student body but also across the different departments. The college still needs to improve this further. Interviewees recommended that managers should hold regular events, not just within departments but also cross-departmentally, as the statement of I13 from the marketing department indicates:

The teamwork within each department is good. However, when we are looking at this from a department-to-department perspective, I think, it's quite weak. We have no communication. We should deal with cases together. But we have no regular meetings . . . We should know what kind of academic changes happen every time; then we can explain these changes to the parents.

I14 from the academic department also sees interdepartmental communication as something that needs improvement at Les Roches Jin Jiang as this excerpt indicates:

Sacha: Where do you think we could still improve?

I14: The communication between the departments.

Sacha: What are the problems there?

I14: Sometimes when new things come, both departments think that is not their job. So they just leave it to others. That's the problem. I think there should be someone to solve the problems.

Sacha: And who should that be?

I14: We can discuss – find the one to do it. And not just leave it or give some things to others.

Improving communication could even include some cross training. Examples of such cross training were given by interviewees I7 and I15, and respondent R11. They suggested allowing accountants to give lectures in the accounting classes, or letting theory teachers be more involved in practical teaching, as well as getting English teachers to teach hospitality-related subjects – and vice versa, asking hospitality teachers to give some English lessons to students.

Through learning multiple tasks and gaining an understanding of what other employees are doing, people become motivated and feel more committed to the organisation. This learning and understanding enables more value sharing, and work will consequently become more meaningful and provide purpose. Having this meaning and purpose also makes people more willing to become more accountable. Conners, Smith and Hickman (2004) argued that 'when everyone is accountable for achieving organisational results, and not just doing her job, the right things tend to happen' (p. 55). Capacity building requires that the right things happen!

Leadership and Management

The final emerging theme concerns the leadership and management of the college and the demands placed on senior management when building capacity.

The turnaround in the financial performance of this college seems to be related to a change in senior management that occurred in 2008. The mission statement of this college has not changed, but the former management of the college seemed to be less inspired by it than the newly assigned management. In three surveys conducted with a total of more than 200 organisations focusing on improving companies through quality and change, Coulson-Thomas (1992) found that improvement requires the commitment of top management. Coulson-Thomas (1992) stated that visions and missions are just words on paper if senior managers are not considered to be committed to their implementation. I22, in her interview, talked about the change in management which resulted in a fundamental change of attitudes, values, approaches and perspectives. I22 mentioned the following:

When I came here, there was a very famous sentence attributed to the former CEO back in 2007. When he described our students, he sometimes said: 'Rubbish in, rubbish out.' Yes, because he talks about the truth at that time. Only the students who cannot enter university came here. So we called them rubbish and we just taught them. Whatever they do, we do not care, and then we give them a certificate and let them out – safely. So we say – 'Rubbish in, rubbish out.' We do not care a lot. But then gradually, we cared more about the student performance – academically and their personal behaviour. So more and more we think we are educators, not just a kind of kindergarten for those students.

But not just caring on the part of management is important in improving a college, as seen in the interview with I17. When talking about how the college could be improved, I17 argued that management needs to have comprehensible expectations and to make these expectations crystal

clear to all the employees. I17 said that a college needs leadership to create clear communication from the top to bring departments closer together. The commitment of the CEO and senior management will also foster employee trust in the mission statement, as Grant and Sumanth (2009) observed in their empirical investigation by linking trust with pro-social motivation. They state:

When managers deliver mission communications about how the work is making a difference, employees who see managers as trustworthy will have greater confidence that their communications are genuine, sincere, and honest (p. 929).

I17 explained that in this college many staff members are passive and that this attitude and work philosophy needs to change, and this is the responsibility of management through leadership. I17 said that senior leaders need to implement task-focused management practices that are autocratic and bureaucratic. His belief is that making people accountable by imposing clear demands would help the college to improve. He supported his argument with an example, explaining that, in 2008 and before, the academic team was quite fragmented because management was delegated to programme managers. During that time, the college never held meetings for all employees or even departmental meetings. There were only team meetings organised by programme managers. Management never organised meetings with student representatives either. This has changed, because meetings are now held regularly with the whole faculty and also with students. In addition, the college organises many types of activity for students. I17 stated:

We always take care of them by following up. Back in 2007 and before, we barely had meetings; even the CEO was not a meeting person. At that time, management did not like to share things.

His argument is supported by Donaldson (2006), who explained that teams and committees with a specified mission that meet regularly are conducive to relationship building and that doing this mobilises people to take action.

The gradual shift in this college towards a caring attitude, as outlined by I22, seems to be rooted in the holding of weekly meetings at which the new management was able to clarify values and expectations. These regular meetings also provided a communication platform for management to get to know the concerns of students and staff. By giving direction and support, management was able not only to move the college towards selected organisational goals, but also to establish productive relationships that improved its social performance (Northouse, 2010). This had an impact on financial results, and since the college has improved over the past three years, it is no longer in a failing state.

Harris (2004) explained that the productive relationship is different in the context of a failing school from that of an improving school. Leadership needs to adapt as the school changes from a failing to an improving state. Harris' (2004) explanation is based on the contingency theory of Fiedler (1967, 1970, 1971), wherein it was argued that managers need to be more task-focused in a failing school and more relationship-focused in a school that is in the process of improvement.

Currently, employees in each department seem to understand clearly what their job function entails. However, several respondents, including managers, students and employees, stated that many employees do not work towards the development of the students. Rather, they identify themselves with a specific function and certain tasks. The comments by the interviewees showed

that team spirit and an overall understanding of mission and purpose can still be enhanced, and there seems to be a lack of a strong bond with each other. Therefore, stronger relationships need to be developed between the different departments, but this cannot be done purely on the direction of formal leaders.

The formal leadership undertaken by management is not in itself enough to build capacity, as there are only a few people in formal leadership positions. Lambert (2002) informs us that it is a mistake to look to the principal alone for leadership. Leadership is everyone's work. Management needs to develop the leadership capacity of the whole school community. Consequently, Harris (2004) suggested that the primary job of formal leaders is to hold the pieces of the organisation together. Alternatively, the goal of management is to engage people and let them take on leadership themselves by being proactive and understanding and helping each other. Elbot and Fulton (2008) explained that there is more than one leader in the school whose job it is to promote more integrated ways of thinking and acting. They argued that 'this task also falls on the teacher-leaders, parent-leaders, community-leaders, and student-leaders' (p. 49).

Ultimately, leadership positions should be taken by *all* members of the school rather than just by those holding a formal position (Harris, 2004). The role of managers is not to take on leadership but to foster it. Mitchell and Sackney (2001) explained that leadership occurs when any individual – including teachers, students, parents, school administrators, system administrators and others – identifies gaps in existing conditions and desired realities and seeks effective and desirable ways of closing at least some of those gaps. Leadership needs to be distributed among various people (Spillane, 2006). Establishing this kind of leadership is the foundation for capacity building, since

it comes from actively being involved in decision making, being trusted with information, and participating in knowledge creation and transfer (Storey, 2004). 'Evidence suggests that this distributed form of leadership can assist capacity building within schools, which contributes to school improvement' (Harris, 2004, p. 11). The dynamic attributes of leadership associated with 'capacity building' suggest that an individual should not simply be able to do a series of known tasks but should also engage with change and unpredictable circumstances in a proactive way (Storey, 2004, p. 210).

The communication of expectations and the establishment of shared values by formal leaders using the tool of the mission statement can help in the creation of the spirit of leadership that will build capacity. This communication includes the setting of ambitious, challenging and shared goals and the establishment of missions in departments and in the organisation that do not contradict each other.

This case study found out that, in order to build capacity, it is important to understand the marketplace and the competitive environment. Once the organisation validates the information and acquires the competencies to succeed in a competitive market, formal leaders need to establish and, more importantly, communicate the mission to community members. Through the effective communication of the tool of the mission statement, a general purpose or a sense of mission can be established in the community (Campbell et al., 1990). Having a general purpose creates the shared values that are needed to integrate members and ensure that every member understands his or her role and works towards achieving the common mission of the organisation.

Understanding this mission leads to role modelling and the proactive behaviour needed to build capacity.

Chapter 6 – Summary, Achievements, Limitations and Recommendations

Summary

Building capacity and maintaining a high-performance organisation require inspiring and developing each member in the community to work together, and constantly improving performances and processes. The intention is to get people to contribute towards reaching their maximum capabilities. This initially requires getting the core or the basics right, which includes ensuring clarity about the demands of the tasks and jobs of each individual in the college. Once this clarity has been established, the focus of transformational leadership is on bringing harmony and understanding to its workforce and on encouraging effective teamwork within the community. This requires a constant social exchange between the leader and members of the organisation. In addition, the leader needs to be able to adapt to the situation and the constituent requirements by understanding the phase that each person or department is in. A conceptual framework that can be used in capacity building consists of three phases an organisation needs to go through in order to build capacity, i.e. instructive, transitive, and high leadership capacity.

This research is a case study on Les Roches Jin Jiang College, which is a privately owned hospitality management college in China. The college was established in a very challenging and competitive environment owing to the low level of recognition given to it by the Chinese government. My research objective was to investigate the extent to which the mission statement of Les Roches Jin Jiang College is incorporated in order to build capacity. It answered the five research questions as follows:

(Q1) Members of the school understand the school's mission well since 92 percent of the people in the interview and 86% in the conducted survey can rephrase it in similar terminologies

(Q2) The mission is only important in the daily of work of some members since the personal mission and the company mission does not seem to be connected. The survey shows that only 7% gave answers that match to the educational aspect of Les Roches Jin Jiang's mission.

(Q3) Members act on the mission by placing expectations on students, by getting involved in activities, by acting and being professional hospitality role models for the students, and ensuring that students follow the required standards outlined by the school following the guidelines of the hospitality industry.

(Q4) Members gain ownership in the mission through repeated communication in meetings, by bonding when going through hardships and discussions, by overcoming departmental frictions and change their thinking into long-term benefits.

(Q5) The mission can be further developed by hiring people with hospitality background, by involving the Chinese partner as much as possible in every aspect of the college's operation, by encouraging the members to think outside of their departmental roles for the purpose of the whole organisation, and by becoming positive representatives of the hospitality industry.

These findings show that capacity building did indeed take place.

Achievements

The purpose of this study is to influence thinking about building capacity in an organisational setting. To achieve this, it provides a framework to guide managers in using a mission to lead human beings through complex procedures and a competitive environment. Using a conceptual framework in this study helps in assembling the complex ideas and procedures previously developed by many thoughtful scholars in the areas of mission statement, capacity building and leadership. My findings add new knowledge to the field of mission statements, because I have theorised how a mission statement can be incorporated in order to build capacity through transformational leadership. This is quite different from previous research, where the focus was on the importance of establishing mission statements as an instrument rather than on using them effectively. My study achieves its aims by using a case methodology that gives insights into the incorporation of Les Roches Jin Jiang's current mission statement. It explains that, in order for the mission statement to be effective, the market situation of the organisation needs to be properly understood. This requires effective communication of the mission, resulting in the argument that it is at least as important to communicate the mission statement as it is to write it if one wishes to make a strong and lasting impact on the organisation. Having a mission needs to result in the inspiration of the community by using effective communication to let them integrate and work towards the same common purpose.

Limitations of the Study

Considering multiple perspectives and multiple-voice analysis by applying several research methods gives me confidence that my conclusions are reasonable and helpful to the development

of capacity building. I do not claim to have found the ultimate truth, as no one in the social sciences can claim that (Collins and Porras, 1992).

This study assumes that every member of the whole workforce is included in contributing towards building capacity. This assumption could probably be questioned, however, since people have different personalities and needs, which do not always fit with the organisation's mission. During the collection of data, criticisms were aired of motivational and personality problems on the part of certain individuals. These were considered only in a general way that supports the underlying assumption. The reason for establishing this stance lies in the confidentiality and trust agreement and the nature of my role within this college. Consequently, this limits the research findings somewhat and needs to be considered when interpreting the results. However, the stance I took when collecting and interpreting the data will hopefully help with the transferability of my ideas to other cases and projects. The conceptual framework discussed here and the sources cited are by no means comprehensive, but represent a few interesting and/or influential ways of thinking about management and leadership through mission statements. My study is small-scale so my findings cannot be generalised, but it might well contain features that can definitely be transferred to other institutions.

Suggested Further Research

The ideas in this qualitative study can be implemented in a bigger project to test its validity. An interesting approach to making a case for the incorporation of a mission statement in capacity building might be to establish a comparison between different organisations that are working towards building capacity. A longitudinal study might also be a useful way of measuring capacity building over a period of time.

Investigating the concept of how a mission statement can help in the establishment of a learning organisation, as per Senge (1990), might also be an interesting project. In addition, the cultural aspect has not been considered fully in this project, and this would also be a worthwhile part of researching capacity building, especially the differences between people from low- and high-context cultures with regard to how much one has to know before effective communication can occur, how much shared knowledge is taken for granted by those in conversation with each other, and how much reference there is to tacit common ground (Trompenaars and Hampden-Turner, 1998).

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